

THE SCHOOL JOURNAL

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The business department of THE JOURNAL is on page 206.

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It is proposed to erect a memorial to Dr. Arnold in Westminster Abbey; it will be the first teacher among that illustrious throng. But why was he so great? He saw intuitively that the public schools could not be reformed merely by learning, nor by decorum, nor by tradition; nor by religious routine, nor by the modern method of submissiveness to boys' ideals, coupled with a faint hope that they may be wiser some day. He saw that morally, socially, religiously, and intellectually, the public schools were much more than half asleep. He determined to reform them by his example. He determined to show that Thucydides was more breathlessly exciting than any novel; that even Aristotle could be made attractive; that Fabius and the Gracchi were quite as much alive and as important as Wellington, Grey, and Russell. Arnold did not need long time, nor many words, to show that bad things were worse, not better, for being usual; and that things were not right because they were commanded, but commanded because they were right. So he roused the spirit of inquiry in the religious mind, and the spirit of religion in the inquiring mind. He found the social tone of the school one of miserable disparity—the elder boys tyrants and bullies, the younger boys slaves or rebels. He showed that power without responsibility was the real cause of rebellion and of misery, and that it was possible to teach elder boys not to do as they had been done by, but to close the miserable succession of helot and slave-driver. Much that he did has been permanent, in other schools as well as his own. The humanizing of school-life, the improved relation between boys and masters, the effective use of the school pulpit—all these have become usual. But his moral and intellectual impact upon the school as a whole has been hard, almost impossible, to reproduce. He stands almost alone as the headmaster who was afraid of nothing—neither of boys, nor parents, nor colleagues; neither of speculation, nor doubt, nor dogma.

The death of George William Curtis on Aug. 31, at his home in Livingston, Staten Island, removes a literary character that has long been revered. He was held in the highest esteem as a writer, as a thinker, as one who loved his fellow men. In 1841, or '2, he was at Brook Farm, and became acquainted with Emerson, Hawthorne, and others of the celebrated coterie that met there; this gave a bent to his mind towards literature. About 1848, he made a tour abroad, and his letters charmed that generation; they were published under the title of "Lotus-Eating" and "Nile Notes." These books gave him rank at once as a writer. He became

connected with *Harper's Weekly* in 1852, and remained so until his death. In *Harper's Magazine*, he had the "Easy Chair" department. Mr. Curtis was idolized by the young men of America from 1855 to 1880, or thereabouts; he entered into politics, but aimed for no office. His political views, as expressed in *Harper's Weekly*, were always of the most elevated character; he approved of what was for the good of his country irrespective of party. As a graceful speaker he had for many years no equal. Mr. Curtis was truly loved by a vast number of American people because he sought the best and the purest. He was chancellor of the Board of Regents of New York state at the time of his death.

A man may make an admirable president of a college and not be able to pick out a good horse. The president of Cornell university, at Chautauqua, discussed the labor question and proposed arbitration. Let him go back to his board of trustees and ask for \$10,000, and when they decline it, propose to arbitrate the matter; or, if they cut him down to \$3,000 propose to show to a board of arbitrators that he cannot live on less. Pres. Schurman should come down here and try to build a house; while paying all that the masons ask, he would find them refuse to work, because some man five miles away was employing a non-union man. Let him try arbitration on men who insist that he shall employ only certain men, and see how it will work. Suppose the Cornell students won't recite to any one who does not attend the Presbyterian church, will he try arbitration?

The teachers who are beginning to wonder what they shall do in their school-rooms for Columbus day, will find their answer in the wealth of material offered for their selection in this number of THE JOURNAL. Great care has been taken to provide not only a pleasing variety of entertainment, but to furnish something suitable for all the grades. Everybody has been remembered, from the shy little five-year-old who will just begin to feel at home in the school-room by October 21, to the young men and maidens in the high school who will desire to celebrate the great anniversary in classic lay. The immediate grades have not been forgotten, and there is something for everybody, the grave and the gay. Neither time, trouble nor expense have been spared to serve a feast, than which none can be found better in all the wide land that Columbus discovered.

Remembering that all work and no play makes the proverbial dull Jack, a little fun has been introduced in the "Glimpses of the Early Navigator," as seen through the facetious fancy of Palmer Cox.

The higher grammar grades and high schools will find in the five-act drama, "Christopher Columbus," a classic allegory calling out all their skill in rhetorical rendering, tableau making, and costuming. The "Story of Columbus," for intermediate grammar grades furnishes an excellent opportunity for character impersonations,

and a simple "Columbus Day Exercise" has also been arranged for primary classes.

The little folks in the lowest primary have only to look as charming as the picturesque little ladies in the beautiful headpiece, designed especially for them in their Columbus "Acrostic," to reach a perfect success. These original dramatic exercises have been prepared expressly for our publications, as also the bright, crisp "Charade." The songs, "Hail, all Hail, the Peasant's Son!" "Song of the Fates," "Our Country," "Long Ago," and "Children's Hymn of Praise," are all original with the authors of the dramatic exercises, and are skilfully adapted to familiar airs. The musical score is given here in connection with the words to save time and trouble for the teacher. A military "Flag Drill," will be appreciated and a variety of new "Recitations" combining the patriotic and the humorous, have been selected with great care not only as to the high character of the sentiment they contain, but to the delicacy of expression as well, that nothing coarse nor frivolous shall be memorized by the children.

Teachers will find it a good thing to sketch upon the board the opening headpiece in these pages, showing the contrast between the '92's, four hundred years apart, for the children to copy, emphasizing the fact that the school-house and group of school children rallying around the flag represent the crowning glory of the civilization of America. Teachers will also be able to sketch the outlines of the Columbus portraits which appear among the anniversary exercises for the children to reproduce.

This number also contains a full page piece of music written expressly for the commemoration of the Columbus anniversary by the well-known composer, Harrison Millard, whose stirring songs, "Viva L' America" and "Flag of the Free," have been so popular on all patriotic occasions. This grand musical composition will meet the wants of teachers for something new and appropriate for the day, and will be in good time for the children to become familiar with it.

This new and beautiful piece can be had of us *by teachers at half price*, 20 cents. A full-size copy, complete with piano accompaniment, will be mailed upon receipt of price. Write at once to E. L. Kellogg & Co., and begin to practice the pupils upon it.

THE JOURNAL contains eight additional pages this week, to meet the demand for space for the great variety of material prepared for the schools for "Columbus Day." Teachers must show their appreciation by making a stirring patriotic occasion for the children.

An extra large JOURNAL early in October will contain much of interest in connection with the Columbian occasion. Fine illustrations will brighten its pages, and be usable for blackboard ornamentation on anniversary. A "General Exercise" for the school-room, of an informal character, will be added, in which many items of general information incident to the celebration, will be gathered up for a volunteer exercise by the children. The whole number will be of a souvenir nature to be preserved in the years to come.

Just as we close the columns we learn of the death of John G. Whittier, the venerable Quaker poet. A fuller notice will appear next week.

Editorial Correspondence. II.

The road from Keene Center passes through the vast range of mountains seen from the Willy House and that stands as a mighty wall between Keene valley and the great plateau on the west; the pass is by the side of the Cascade lakes, the wagon trail being at the foot of the precipitous sides of Pitch Off mountain. Often there is room only for a single vehicle. We ask, what can be done when two vehicles meet? Just then the Lake Placid stage rumbles in sight; we descend from our carriage, which is pushed up on the side of the road and held there, for it would otherwise topple over, and the stage is just able to squeeze by.

There is a hotel on the Cascade lakes which we reach at noon. After an hour of rest we drive on; by three o'clock we are on the west side of the Porter mountains and vast Mount MacIntyre makes its appearance at the south. This part of the Adirondacks is more susceptible of tillage; the farms look as though they might yield a return for the labor spent on them. It is evidently a plateau of quite extensive dimension—1500 to 1800 feet above sea level. Far away to the south there rise the foothills of Marcy, the king mountain, and of MacIntyre nearly his equal in stature; farther to the west is Wall Face and Colden and the famous Indian Pass.

The west branch of the Au Sable river is crossed and as we rise to the top of its further bank we read on a sign, "To John Brown's Grave." It is true the John Brown whose "soul is marching on" is buried in North Elba. The grave is about a mile distant from the main road and is much visited; in fact, a box is put over the headstone to prevent relic hunters from completely destroying it; it is now much chipped and broken. To view the stone costs fifty cents, for one or for a party. The unlocking of the box reveals a plain old-fashioned granite headstone with three inscriptions in front and two on its back, "John Brown, born May 9, 1800; was executed at Charleston, Va., December 2, 1859."

The road gives the appearance of much travel. We diverge and pass through the little village of Lake Placid. Nearly all the houses are new; they are evidently occupied by those employed at the hotels. The carriage climbs quite a steep grade and rounds the Mirror Lake Hotel, and a charming view is before us. Here is a small sheet of water called Mirror Lake and a half mile to the west is Lake Placid; the village and hotels are on Mirror lake. It would be much clearer to call Mirror lake Little Placid.

At Placid lake we have a reverse view of the great mountain range so constantly and so grandly in view at the Willey House. Now Whiteface is at the left of the range and Marcy at the right; it is a subline and inspiring view. One is now able to understand why the Lake Placid country has been so popular. It is about 1800 feet above sea level and commands a view of a charming lake and of this great stretch of mountains. There are several hotels, rates \$2 to \$4 per day; Lamb's cottage about \$10 per week. There is much driving and riding.

Saranac lake is nine miles distant; the road is excellent, and we bowl along at a rapid pace. The driver has a cough and other marks of consumption. Yes, the people who live in the Adirondack region have consumption; it seems to be everywhere in the eastern part of this country. As a rule the consumptives of this region hardly admit they have the disease; they keep up until the very last; the end is usually quite sudden.

Saranac lake has a village of the same name at the outlet that has grown up with great rapidity, since the railroad has been completed from Plattsburg. Around the lake are numerous hotels, Miller's, Martin's, Amersand, etc. There is a good school building; a band was practicing in the town hall; electric lights illuminate the hotel, two railroads—"all the modern improvements are here." Dr. Loomis, of New York, has established a sanitarium for consumptives in the village where the "winter treatment," so strongly recommended, is carried out; patients sit on the piazza wrapped in blankets where the temperature is at or below zero; they ride and walk in the clear cold air. The charges at the sani-

tarium is but \$5.00 per week. This section is drawing many of consumptive tendency.

At the station, a lady I had not seen for years took my hand and said, "We were talking of you yesterday. Miss—asked as to your whereabouts; she feels she has got such an insight concerning teaching from THE SCHOOL JOURNAL." The effort to make the paper a beacon light to scientific methods in the place of the treadmill of empiricism has brought forth fruit a hundred-fold.

Plattsburg has just lost the services of Prof. Fox Holden as principal of the state normal school located here. There never should have been a normal school put here—the area to supply it is too limited. Supt. Jones, of Saratoga, is now to have charge of the school; he has shown himself a very capable educational man in Saratoga. It is a good sign when a man of his single-minded devotion to education gets such an appointment. Another capital man here is Supt. McAndrew; his writings in THE JOURNAL have shown that he possesses an unusually clear apprehension of foundation principles.

As we left the train at Port Kent, Supt. Ballard, of Jamaica, and a company of teachers entered it; they were from the Glens Falls summer school and had visited Au Sable chasm whither we were bound. This is a sort of Yosemite in the Au Sable river; the river drops about 70 feet at Rainbow falls; you descend by stairs to the foot of the falls and follow the water as it plunges along, walled in by rocks, now crossing bridges and passing along galleries and finally descending the Grand Flume in a boat. It is a wonderful sight!

Glens Falls has closed its summer school; but the citizens were proud of its success. They still talk of erecting a building for it! Supt. Williams is one man of thirty thousand. Who else would have carried this school on year after year simply because it was a useful thing, and have made it a success on account of its usefulness? The new academy building here shows that Glens Falls has an educational spirit; Prof. Farr has an earnest following.

Saratoga was buzzing apparently just as much as when the National Association was in session. "What became of all those fifteen thousand that were going to come here to join the National Association?" One hotel man whose hotel had been designated as a headquarters asked, "When are those people coming?" Those who had laid in extra supplies on account of the great attendance expected have lost their faith in the N. E. A. As to the State Association, what a falling off was there!

It was supposed that the "Bulletin" would fetch in a crowd; but few seemed to have seen it. The day for bulletins to bring people to teachers' associations has gone by. The way to reach them is by educational journals. The programs should be ready certainly by February and plates furnished to the educational journals.

There are a good many things to be done to induce the teachers to assemble at considerable expense for a two days' session. The question will come up, Will it pay? Sherman Williams makes it pay for 700 or 800 to attend his summer school. It pays for 500 teachers to attend Col. Parker's lectures at Chautauqua. It pays for 700 teachers to attend the Martha's Vineyard summer school. Certainly the times are different and different measures are needed. And—but here we are at the dock of the People's Line of steamers at Albany.

Leaving further the consideration of what will build up the N. Y. State Association for George Hardy to wrestle with, we get state rooms, eat supper, sit on deck while black darkness surrounds us, for a heavy storm that has been threatening, ever since we left Saratoga, is now upon us. Now and then a light-house starts up out of the blackness; then we pass a row of lights on a long line of canal boats being towed down the river; there is the sound of a fiddle that plays out one of Foster's tunes. Wonderful, is it not? that thirty or forty notes can be so hung together that they are hummed by the Japanese and Chinese, in Calcutta, Teheran, Constantinople, and London. Of course, reader, you have been on one of the night boats from New York to Albany? No? Then put it down as a thing to be done before you die. Nothing like it in all Europe, so Europeans say.

New York is always interesting, lovely; there is nothing

like New York. The "strike" is over, costing workmen *one million*. Think what fools men can make of themselves; nothing gained, only making trouble! In fact the strikes are engineered by foreigners and they do it to make trouble; such is not the American spirit. Work on the "Educational Building" was stopped, but is now resumed; it will be a commodious structure.

A large number of educators, from all parts of the country, had been in the office of THE SCHOOL JOURNAL on their way through the city; it is always with regret I go away in the summer, for that is the time educational friends take to visit New York. They are ever welcome.

What piles of letters! How active have been the various associations that have met! How certain it is that a new educational era is before us! With renewed earnestness and devotion the work of diffusing a better knowledge of those principles that will make the kingdom of education an everlasting one on this earth, is taken up and the summer delights laid aside. A. M. K.

The Study of Botany.

By CLEMENT FEZANDIE, New York City.

Botany should occupy one of the first places in our curriculum of studies.

1. It educates the physical powers beyond question, because the student must leave the cities, and go forth into the woods, and tramp through lane and dell in the pure exhilarating country air.

2. It takes the palm in mental development, for it trains the powers of the mind through the development of the judgment by observations and comparisons; it trains the memory by the necessity of continually referring to what he has already learned; it cultivates the reasoning faculties, for the child can experiment for himself and test his own conclusions, as he cannot in any other branch of science; it educates the imagination, for it exercises the pupil in seeking explanations for various phenomena.

3. As to the moral value of the study, it is not so obvious; its greatest benefit in this direction results from the indirect moral sway it exercises by its education of the mental powers, and especially the reasoning, which plays a large part in moral processes.

The question now arises, what is the proper way to teach the subject? If the child is sent forth into the woods to examine the trees and the flowers, his observations will be very incomplete, and the teacher must lead him to make thorough examinations and use comparison freely. But do not attempt to teach technical terms. Allow the child to use its own language, however imperfect, to describe the parts of the plant; even terms in such general use as 'calyx, corolla, sepal, petal, stamen, pistil, etc.' should never be memorized.

In our primary schools, the study of botany is often found on the program, but in the class-room it becomes converted more into a study of definitions. I have seen whole school-rooms of children wasting their time at learning to classify serrate, dentate, ovate, cordate, and many other insensate classes of leaves. The pupils could take a flower and name every part correctly from the stigma to the peduncle, but they had no knowledge whatever of botany.

Humanity has many religions, but none is so widely spread and so profound as the worship of technical terms. We bow down to them every day in the year, whatever the form in which they present themselves. The man who ignores the professional terms of his calling, even the most unusual ones, is at once set down by popular verdict as an ignoramus. True, it is impossible to study any subject well, without imbibing, as it were, a knowledge of the most important ones, but we go a step further. By a curious metonymy we come to take the sign for the thing signified, and to look upon a man familiar with the technicalities of a subject, as one possessing real knowledge, when in reality he is no better off than a man who possesses a few isolated parts of a machine, and has no means of putting them together. No mistake could be greater or fraught with more dan-

ger than this, to take a knowledge of names for real knowledge, as it conceals from us our own ignorance. We give a name to something we do not understand, call it electricity or the attraction of gravitation, and having thus cheated ourselves into the belief that we have with learned something about these forces, we rest satisfied what we have done, and do not seek to go any further.

It may be objected that we are all more or less obliged to use technical terms; even the baby has to learn our arbitrary words for the commonest objects, in order to understand his parents, and to make himself understood. But this knowledge of words while necessary to a certain extent as a means of receiving or communicating knowledge, or even as an aid in carrying on complex trains of thought, is of no value whatever *per se*. And a safe rule to follow in education is for the teacher not to attempt to make children use technical terms, but merely use the necessary ones herself, explaining them as she does so. As soon as the child becomes accustomed to hearing them and thinking of them, he will begin to use them spontaneously of his own accord. It is only in this way that a knowledge of technical terms can be profitably acquired, whatever be the subject studied.

But to return to the question of botany proper. It is not enough to let the child observe and compare plants, for he can acquire the same education by observing and comparing minerals. Botany serves as an introduction to the science of biology and hence should be taught in such a way as to give the child the elementary ideas necessary for a study of life. For this reason he should at an early stage be led to observe the growth and development of plants. A few seeds placed on cotton-wadding in a tumbler of water, and watched during their germination will awaken more ideas in his mind than any amount of book-learning; and if he can be led to ask himself whether the plant really existed in the seed beforehand, and if not, where it came from, one great end of teaching will have been gained, the awakening of curiosity. From this starting point he can be led on from one investigation to another, until he acquires not only an excellent knowledge of botany, but an education of every mental faculty, and a practical training in making researches that will be invaluable to him afterwards in studying other sciences.

"Shall the child make collections of botanical objects?" While a study of plants as they grow is obviously of much greater value than their dissection when cut from the stalk, yet for the purpose of making comparisons between plants that grow at different seasons, and as a means of taking notes of knowledge already gained, the student will find such collections of the greatest value if properly made. But he must first rid himself of the idea that he is preparing a picture gallery. There are many better ways of studying art than by pasting plants in all manner of pretty shapes, while, for botanical study, such arrangements are worse than useless.

What the student wishes is to keep the plants in as nearly their natural state as possible, that every peculiarity of structure may show clearly; and arranged so that the specimens can be cheaply and quickly filed away, in order that the collection may be large without demanding much of the pupil's time. It is important too, that the work should be roughly done, so that the child will not hesitate to cut up a specimen when he wishes to compare it with another.

All elaborate herbaria are to be avoided for purposes of real study, as they distract the mind of the child from the main end in view. For this reason I prefer an herbarium in which each plant is merely slipped between two sheets of paper forming a cover, as it can then be taken out, examined on all sides, and replaced without loss of time. It is, moreover, a good plan to require that the plants be pressed in such a way as to give special prominence to the most interesting features of each. A beautiful flower often has but little botanical interest, while a homely and obscure weed may possess features which will entitle it to take rank as the prize specimen in the collection.

The School Room.

SEPT. 10.—EARTH AND SELF.
SEPT. 17.—NUMBERS AND PEOPLE.
SEPT. 24.—DUTY AND ETHICS.
OCT. 1.—PRIMARY.



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THE GENIUS OF GEOGRAPHY.

The Study of Geography.

By CLARENCE S. GIFFIN, Newark, N. J.

The general end to be sought in all school work is mental power. Each subject pursued has its own special facilities for developing this power. In geography, it is along the line of cause and effect, as concerns the result or effect of environment upon a country and its people.

With this as the special object of geography, a great deal of our teaching is unscientific in that too much attention is given to the mere accumulation of facts, with little reference as to how they are obtained by the pupil.

Facts will and must be learned, but if the subject of geography is properly pursued they will come to the pupil as a necessary accompaniment to the study, and should not be made the end in view.

By properly directed observation under the guidance of the teacher, a pupil will learn during the first two or three years of school life all the necessary data for the future study of geography. He will learn about direction and distance, the conditions essential for agriculture, commerce, mining, manufacturing, etc. He will learn the effects of a moderate and steep slope of land; the difference between the products of countries with different climates, and other facts plain to the observation. With data of this sort, he is ready to commence the study of a country, and pursue it from his logical standpoint. The book may be discarded, or better, not yet referred to, and some such course as the following pursued:

Suppose the part of our country to be studied is the Southern states. Let the pupil learn their position, in relation to his own state, by finding them on the map of the United States, and then furnish for him a second map of the part to be studied—a relief map is much the better. We are now ready with the map before us. Ask the pupils to observe the surface, and tell anything they notice about it. One says, "I see a range of mountains extending through certain parts."

Well, what do you suppose the people among those mountains and in that region will do? From previous observations they are ready to conclude it is mining. What kind of minerals do you suppose they will obtain? They have studied about the coal and iron mines of Pennsylvania, and are ready to suggest these two minerals. So we may proceed with the business near here. Here is Wheeling, a city near the mountains; they don't mine in cities. What will they do? "Why, manufacture the iron!" a natural conclusion which even the dullest pupil will see almost immediately. In another part they see level surface with plenty of rivers to water it; they observe the location on the map with reference to latitude and longitude, and conclude the conditions are favorable to agriculture. If so, what will they raise here? They hardly look for grain and the products of a temperate climate, but for those of a warmer country, and some one will suggest one or more of the proper and probable products. In another part is a long line of sea coast; there are some cities along the coast, some places which look like good harbors. Of course they think immediately of commerce here. If commerce, then, what will they export? Why, whatever they raise and make

in sufficient quantities; *e. g.*, take New Orleans, what do you suppose they will export from here? "Tobacco." No; it is too far South. So they think of cotton and sugar. Here is another part of the country apparently not thickly settled, but well watered. They reason that probably there are forests here, and from this that lumbering is the occupation. So we may proceed with the study of the entire section.

A great many facts are learned, but how? Not by a mere exercise of memory, but by an intelligent, logical process. Certain conditions in the environment of a country and people, they see, must lead to certain results.

The pupils do not need to be told that Wilmington exports tobacco, that Charleston exports naval stores, that New Orleans is a great sugar and cotton market; they are independent, and can find it out for themselves, and are infinitely stronger and wiser for such a course. After the subject has been pursued in this way, then is the time for the text-book, which may be read, and their own conclusions verified, or, if necessary, corrected.

Columbia's Emblem.

The rose may bloom for England,
The lily for France unfold;
Ireland may honor the shamrock,
Scotland her thistle bold;
But the shield of the great Republic,
The glory of the West,
Shall bear a stalk of the tasseled Corn,
Of all our wealth the best.
The arbutus and the goldenrod,
The heart of the North may cheer,
And the mountain laurel for Maryland
Its royal clusters rear;
And jasmine and magnolia
The crest of the South adorn;
But the wide Republic's emblem
Is the bounteous, golden Corn!
—Edna Dean Proctor in *September Century*.

Temperance Physiology.

By HENRY G. WILLIAMS, Lynchburg, O.

In more than thirty states and in all the territories, teachers are required by law to teach the nature and effects of alcoholics and narcotics upon the human system. But diligent inquiry in several parts of this state prove very conclusively that the law is not very strictly obeyed. I think I would be safe in saying that the law is not strictly complied with in half the country and primary schools of the state. This may be a source of surprise to some, and a matter of disbelief with others. But investigation will sustain my statement. Moreover, investigation in other states might reveal similar facts. The law in this state requires, as it does in a majority of the states, that this subject shall be taught to all the pupils. It has been given out by state school commissioners and other competent judges, that oral instruction will meet the requirements in primary grades. But this oral instruction is too frequently absent. Teachers with whom I have conversed on this subject have sometimes said that the reasons they did not instruct the little ones in this branch was, that they had no books that gave them the right kind of lessons on the subject. This is not a valid excuse. Any one who pretends to be competent to teach school, should be competent to teach this subject to the little people. There are now many text-books designed especially for primary grades, and teachers who attempt to teach the subject orally may learn how to present it admirably by consulting them. To help such teachers wanting suggestions I present the following synopsis and hints:

Why it Should be Taught.—Aside from the fact that the law requires teachers to instruct on this subject, the moral obligation of the teacher is certainly very plain. The main thing is to teach children never to make the first trial of the use of alcoholics and narcotics.

How it Should be Taught.—In all grades below the grammar grade it can be taught orally with good success, but in the intermediate grade it may be best to have a text-book, provided it has been taught orally in the grades below. In graded schools it may be taught to all the pupils of the school as one class. Before the children are taught alcoholics and narcotics they must understand the chief facts in the physiology of the organ to be talked about. Teach in a conversational tone. Ask the children questions about things they know. Ask them to tell you what you have told them. Guard against telling what they cannot understand. Illustrate plainly the name, use, location, and healthy condition of the organ to be studied, when possible. Use

the children freely to show these facts. Every lesson should be divided into three parts: first, a review of the preceding lesson; second, the presentation of new facts and illustrations; third, direction of attention to the chief facts to be remembered, and announcement of the subject of the next lesson. Strive to avoid wounding the feelings of any who may have drunken or inebriate parents. Do not allow children to come any examples of the degradation they have seen, but you may tell them what you have known in this respect, being careful to make nothing personal.

Order of Study.—After due attention has been paid to physiology, the teacher is ready to take up the study of stimulants and narcotics. Alcohol should be studied first. Have a small bottle full for illustration. Do not lose sight of the importance of object lessons. After your pupils have learned its properties and effects upon the various organs of the body (the principal organs in particular), and have learned something of the processes of its manufacture, next take up the subject of tobacco. After they have learned what you wish them to know about tobacco, teach them of the nature and effects of tea, coffee, and chocolate. They may next learn some very interesting facts about opium, chloroform, laudanum, etc. This subject, as combined with that of physiology, should receive some attention every day.

Alcohol.—How it looks and how it tastes; its being lighter than water illustrated; illustrate its boiling point; its strong attraction for water; its use in thermometers; why used in the spirit lamp; its use in dissolving gums, and in preserving animal and vegetable matter; the processes of its manufacture; the kinds of beverages containing alcohol; how, and for what purposes, it is adulterated; effect of alcohol upon the stomach, the blood, the brain, and as a consequence, on all the organs of the body.

Experiments with Alcohol.—Many experiments can be made that will interest the children. The teacher can make a spirit lamp out of a mucilage bottle. Show the children that alcohol burns without soot, giving little light but great heat—hence used by dentists in melting their gold. Prove that alcohol will not freeze. Prove that it will readily dissolve camphor, resins, gums, etc. Show that it is lighter than water by placing a small piece of lead on the under side of a thin slice of cork, so it will just float in water. Place it in alcohol and the loaded cork will sink. Show its effects upon the skin, upon the mucous membrane of the lips, and upon the white of an egg, and upon lean meats. Show how these properties make it disastrous to the body when taken inwardly.

How Alcohol is Made.—Not a drop of alcohol in all nature. No alcohol in corn, barley, fruits, potatoes, etc. Why corn-bread is healthful while whiskey is hurtful. Fermentation illustrated by the souring of fruits. Attention called to the bubbling—escaping gases; the "working" of vinegar. Distillation may be performed in the school-room by means of a teapot, two yards of rubber tubing, and a vessel or two. In the teapot put some hard cider and heat it over a spirit lamp. Over the spout place the rubber tubing, allowing one end to pass into a bottle through a hole in the cork. Either allow the tube to pass through a vessel of cold water or place the bottle in a pan of cold water. Do not allow the liquid in the pot to boil, but heat it within a few degrees of boiling-point. The distilled liquid will be much stronger than the fermented.

Tobacco.—Something of its history, its first use by white men, and the several forms in which it is used in this country. Why people use it. Nicotine, its hurtful principle. Tell them something about the cultivation of tobacco, and the manufacture of cigars, cigarettes, and snuff. Tell your pupils of the ingredients used in adulterating cigarettes; tell them that that they are even more hurtful than cigars, and that they are made of the cheapest material possible so that boys may be able to buy them. Show them that much of the filth and nicotine comes from the stumps of old cigars taken from the gutters and spittoons.

Facts.—The people of the United States spend annually over \$6,000,000 for tobacco. Out of 700 convicts in the state prison of New York, 600 of them were incarcerated through the influence liquors had upon them, and 500 of these confessed that they were led to use strong drink through using tobacco. In many schools examinations have been made and the tobacco-users picked out from the rest—and the tobacco-users were invariably the laggards of school. It stunts the growth, both mental and physical. It causes many diseases and especially affects the nervous system, and causes rapid decay of the physical powers.

Our nature has a threefold aspect,—body, mind, and spirit. God has made us so that the mind cannot say to the body, "I have no need of thee," nor can the spirit say to the mind or to the body, "I have no need of thee." No, rather that part of our nature, which seems to us of less importance, God has made the condition of our growth both mentally and spiritually. What God demands of us is symmetry, a symmetrical body, a symmetrical mind, a symmetrical spirit, and he insists that they be *symmetrical with reference to each other.*—*Physical Education.*

Lessons on Stones.

By PROF. GUSTAV GUTTENBERG, High School Pittsburg, Pa.

Let us undertake this time a collecting expedition into our cellar; we are sure to get some good specimens of a very interesting mineral, a black mineral, a mineral which burns,—you have guessed it,—coal.

Probably we can get enough supply that each one of us can have two specimens; a piece of bituminous coal, a piece of anthracite coal. Let us compare the two. The bituminous coal is easily scratched, it is soft coal; it soils the fingers; it breaks somewhat evenly into pieces with flat surfaces.

The anthracite coal is more difficult to scratch; it is hard coal; it does not soil the fingers; it breaks into uneven pieces with roundish surfaces; the mineralogist says it has conchoidal, that is, shell-like fracture.

By holding a fragment in the flame of our alcohol lamp we can see which kind burns more easily. An old and favorite experiment is to fill the bowl of a clay pipe with coal, close the opening with plaster of paris and heat the pipe bowl over a flame until the gas escapes through the stem and can be lighted. By taking a hard glass test tube instead of the pipe, filling it about one-fourth with small fragments of soft coal and closing the tube with a cork through which a glass tube has been pushed, we can see much better what happens. As we heat the lower end of the test tube, steam is driven off from the coal, for it contains water; some of the steam escapes through the glass tube in the cork, while some condenses in drops inside the test tube; the drops flow back and are soon stained brown by the tar which is given off by the coal; the escaping steam begins to smell of tar and sulphur. We continue heating the coal and apply a match to the glass tube where the steam escapes. A blue flame appears which keeps on burning for quite a while; it is the coal gas which we are distilling out of the coal.

Indeed we have here a gas factory on a small scale. The illuminating gas, with which many of our houses are lighted, is made very nearly in the same way, only that instead of a glass tube iron retorts are used to distill the gas from the coal, and the tar and sulphur and other impurities are removed before the gas is sent through the pipes.

If we succeed in driving out all the gas and steam and tar from our coal, we have still a black substance left, which is coke.

If you have time, try the experiment over again, but use small wood shavings or sawdust instead of the coal; you will have almost the same results—steam, tar, gas. Is it not strange that wood and mineral coal, seemingly so different, should behave just alike when heated?

This fact has puzzled the people for a long time; but there are always some persons who are not satisfied with being puzzled; they want to know. They go to work examining very carefully the thing that puzzled them; they make experiments; they use the microscope; they never give up until they think they have found out all they possibly can. These people are called investigators, or scientists, and it is to them that we owe nearly all that we know to-day about minerals and rocks, about plants, about electricity, the power of steam, and many other things.

To be an investigator one must have sharp eyes, a clear head; one must have patience and perseverance; one must be careful and truthful. The men who have made it their principal task to investigate the rocks, to find out of what they consist and how they have been formed, are called geologists; they have made a careful study of the coal and coal mines in different countries and what they believe concerning this matter is about as follows:

A long, long time ago when the solid crust of the earth was not quite as thick as it is now, earthquakes and changes in the level of the earth's surface were quite frequent; large parts of continents or islands would sink down until they were overrun by the ocean, and again, in other parts the ocean bed rose until it reached above the waters and became dry land. Such rising and sinking of land is going on this very day, but so slowly that it can scarcely be perceived. Large stretches of land were just above the ocean level, probably immense swamps; these were covered with a luxuriant growth of tree ferns and similar plants. The warm temperature and moist air caused them to grow very rapidly the new plants, growing on the tops of the old and dead ones so that in the course of years those lands were covered with a thick layer of vegetable matter. If it happened then that the land sunk under the ocean level, the waves rolling in brought with them a great deal of clay and sand under which the plant layer was soon buried; the former land became an ocean bed and all the material which the rivers carry to the sea and the waves break from the shores was spread layer after layer, on top of those buried plants. The coral animal began its wonderful structure of limestone; thus accumulation went on as long as that part was covered by the waters of the sea.

Then there came a time again when the sea bottom was pushed up by the volcanic forces underneath, and became once more a continent. All the layers of material which were deposited at the bottom of the sea are now again above the water, but

have compacted them into strata of solid rock. The heat which was certainly connected with the pushing up, also caused changes in the material. Thus we find the mud and clay changed into shale and slate, the sand into sandstone, the coral structure into limestone; but what became of the thick layer of submerged ferns, mosses, and other vegetable matter? It was squeezed into a stratum of black, hard substance in which it is difficult to discover with the naked eye the traces of the beautiful plants of which it was once composed. But if you visit any of our Pennsylvania coal mines the miners will often be eager to show you pieces of shale taken from the roof of the mine, in which parts of fronds of ferns are perfectly preserved; also parts of trunks and roots are numerous in the rocks near the coal strata. There is, therefore, scarcely any doubt that in burning our mineral coal to-day we are making use of the timber of forests which grew long before man existed on this earth.

You ask what causes the difference between soft coal and hard coal? This seems to depend principally upon the depth to which the plant remains were buried, or to what pressure and heat they were exposed. Thick layers of vegetable remains are formed to-day in many swamps and peat bogs. These remains, peat or turf, are being dug out, dried, and used for fuel in Ireland and other countries in Europe. Peat is brown and light; if it were subjected to the same pressure and heat as the coal was it would, no doubt, resemble coal very closely. Brown coal, or lignite, is formed from vegetable matter which has been compressed to some extent, but not as much as bituminous coal. Anthracite coal has been subjected to greater heat and pressure than bituminous coal; it contains, therefore, less water and more carbon. Graphite, the substance of which the so-called lead of your lead pencils is composed, is thought to be coal which has been so heated and compressed that only the pure carbon remains.

Do you not think that we should have a piece of coal in our collection of minerals? For, common as it may be, it can tell us a wonderful story of its origin and of things that happened long ago.*

*If your pupils show interest in the lesson, let them read "The History of a Piece of Coal" in Arabella Buckley's "Fairy Land of Science."

Teaching Civics.

The following suggestions as to the teaching of "Civics" are worthy of note:

"Begin teaching this subject, the first year of school, by question and answer.

Ask such questions as: In what country do you live? In what state? In what county? How old are you? What is your father's name? What is the name of the street you live on? If you were lost whom would you ask to take you home? Who is the head of the police? Who is the mayor? etc., very simple questions that shall cause the scholar to notice these things and think on them.

In the second year take such questions as: What do you see over the school-house? How many stripes are there? How many stars? Tell what country we should love the best.

"Before all lands in east or west
I love my native land the best."

Why do we love our flag? Questions on the holidays, simple questions on the government of city, county, and state. Third year questions on the every-day, visible acts and facts of city government.

Fourth year on the more abstract questions of city government, as history, population of city, division into wards, duties, salaries, etc., of city officers.

Fifth: Work of fourth year continued. Sixth: Work of fifth finished and similar work on county. Seventh: Same line of questions or to state and nation. In all this work do not aim to teach all that may be taught of those subjects, but teach the simpler, easier, more prominent facts.

With the beginning of the eighth year begin the use of outlines. Take in a town, for instance, some such outline as:

Town. What is a town meeting? Calling of: moderator, clerk, selectman, treasurer, collector, constable, supervisor of schools, school committee, road surveyor, school agent.

City. Similar questions. Then these topics, expanding each. Board of aldermen, common council, school board, board of health, etc. Similar questions for county, state, and nation. This work covers three years. How to teach. It must be done orally. The teacher can do better work in this way than in any other. The town will probably supply a desk copy of some good manual on civil government. The teacher must make a study of this subject. It will usually be found that some teacher in any town is qualified to speak on this subject and the teachers can come together and so prepare to teach this subject. Let it come in on Friday afternoons, or incidentally at definite short periods."

Supt. G. A. STEWART..

I am a con
State Supt.

and appreciative reader of your JOURNAL.
Mississippi.
J. R. PRESTON.

The Flight of the Birds.

Departure of Summer

Visitors.

By S. E. SCALES,
Lowell, Mass.

The migratory instinct which, in a greater or less degree, prevails among animal life, is shown in a striking manner in the case of the birds. This instinct, in a measure, depends upon the food supply, yet that does not wholly account for the return each year to the same places to rear the young. It is generally considered that all birds are migratory, still in those cases where a representative is with us during the entire year, that species is called resident. The distance that the birds travel during such migrations varies, but generally extends over many degrees of latitude. They take nearly a north and south direction.

Some of the more prominent features of this flight are very interesting and can be brought to the attention of the children. Questions may be asked something like the following, adapting them to the age of the child:

1. Can you think why a great quantity of food would be needed by the birds in summer?

Ans. Very many little ones are reared, requiring constant feeding. Some birds have two broods.

2. Have you noticed any of these young ones? Do they look like the old ones? Can they fly at once, or do they have to be taught?

3. What time of the year is the supply of bird food the greatest?

Ans. During June, July, and August.

4. What causes this?

Ans. The light and heat from the sun is more intense, and insect life in its varied forms, animate creations, as worms, spiders, and others, together with the height of vegetable life, in blossoms, seeds, or early fruits, afford great resources for bird life.

5. What reason can you give which might by the 1st of September make food not so plenty?

Ans. Days growing shorter, less sunshine, and nights cooler tend to check new growth.

6. What effect do these changes produce on the birds?

Ans. They breed a restlessness, which commences at the northern limit of a species, and starts the movement of flight, or migration of the birds, which does not stop till extreme cold weather?

7. Do you know of any reason besides lack of food which might cause the flight?

Ans. Instances are known where, when the season was still fine, insects numerous, the swallows gathered on the roofs in an immense number, and with a great noise, seemed discussing departure. They had been gone about four or five hours, when a terrific storm destroyed everything around. Birds also, in the opinion of some observers, like light, and while food in the shape of wild berries may be plenty for those birds who live upon them, they seem to grow melancholy, and depart for brighter scenes.

8. Do all the birds go at once? Are there any here now? What birds are among the first to go?

Ans. The little yellow warbler, the tawny thrush or veery, and yellow breasted chats; the little humming bird with its rainbow plumage, finding honey and insects scarce, starts for flowery lands; and the golden robin, or Baltimore oriole, with a farewell chirp disappears, with a flash of gold and black.

9. Have you seen any birds around our houses and barns in the country? Were there many or few? Were they quiet or noisy? Do you know where they build their nests? Tell me anything you know about them, what shape they are, how adapted for flight, how they take their food, and other facts?

Ans. The barn swallows, gather in great numbers around our barns, and build their nests of mud and straw on the rafters and eaves. They are especially built for flight, small feet, scythe-like wings, long forked tail, and large beak always open, which snaps at its prey without stopping its flight, closes, and again re-opens. Always flying, early in September, they gather in great numbers, and with much noise, take a wonderfully graceful flight to the south. A few days later, the bank or sand swallows follow. Whip-poor-will with his melancholy solo, the wood thrushes, chimney swifts, great fly catchers, orchard orioles, vanish with September.

10. Did you ever hear the bob-o-link with his wonderful, merry song? He is a bird who masquerades under many names and dresses.

Ans. In the Northern states he wears a buff, black, and white dress, and during the rearing of the young, delights us with his voluble refrain; this over, he departs later for the reeds and wild grasses of the Middle states, changing his dress for a more

sober one, and is called the reed bird. In the Southern states, he figures among the fields as a rice bird, and if he should go as far south as Jamaica, he will be so fat that he will be called a butter bird.

11. Should he escape the sportsman, we may see him again in the spring with his black and buff suit. He, too, generally is gone by the end of this month, September.

12. Do you know of any October birds?

Ans. In New England latitudes the chipping and field sparrows, together with the grasshopper sparrow, the wrens, the cowbirds, the least fly catchers, most warblers, scarlet tanagers depart before the middle of the month. Over our heads the white-throated sparrows are flying south. By the last of this month, the phebes, catbirds, the rest of the thrushes, finches, and nearly all of our summer birds are gone.

13. What natural changes are peculiar to November?

Ans. Vegetation is dying, the sap has disappeared, the wood is hardening; insects gone, or in their chrysalis state, hidden away till spring. The ground is generally frozen, and weather colder.

14. Should you expect to find many summer birds now? Do you know of any that we may call November birds?

Ans. The crow, blackbird, the red-winged blackbird, some few robins, and bluebirds are seen, with a few stragglers, but the great flight of the summer birds is over.

15. What birds of passage may be seen now passing over in companies? "Wild geese." Where have they been? How do they fly?

Ans. In companies shaped like the letter V, they start from the northern breeding places, and with a queer call seek the marshes of the more temperate zone. As they can bear extreme cold, we may look for winter weather when they pass over.

16. Do you generally see the birds go? When, then, must some of them fly? How is this known?

Ans. Great numbers are found dead around the lighthouses, having been attracted by the light and killed by flying against the glass which protects it.

17. Do you know of any birds that you see only in winter?

Ans. The principal winter birds of most New England latitudes, are the snow bunting, the juncos, butcher bird or northern shrike. Do you know of any that are seen all through the year or are resident? The crow, some owls, and chick-a-dees; a little farther south, the American goldfinch, or thistle bird, will change his bright yellow and black dress,—rove about here and there in flocks after food.

18. Where have our winter birds been?

Ans. They are the summer birds of more northern places.

19. Do you know of any bird who has been brought here, from abroad and which is seen at all times and seasons?

20. How shall we treat the birds?

"Birds! birds! ye are beautiful things,

With your earth-treading feet and your cloud-cleaving wings,

Where shall man wander, and where shall he dwell,

Beautiful birds, that ye come not as well?

Ye have nests on the mountain all rugged and stark;

Ye have nests in the forests all tangled and dark;

Ye build and ye brood 'neath the cottager's eaves,

And ye sleep in the sod 'mid the bonnie green leaves."

The following is an extract from the proclamation of President Harrison:

"Now, therefore, I, Benjamin Harrison, President of the United States of America, in pursuance of the aforesaid joint resolution, do hereby appoint Friday, October 21, 1892, the four hundredth anniversary of the discovery of America by Columbus, as a general holiday for the people of the United States. On that day let the people, as far as possible, cease from toil and devote themselves to such exercises as may best express honor to the discoverer, and their appreciation of the great achievements of the four completed centuries of American life.

"Columbus stood in his age as the pioneer of progress and enlightenment. The system of universal education is in our age the most prominent and salutary feature of the spirit of enlightenment, and it is peculiarly appropriate that the schools be made by the people the center of the day's demonstration. Let the national flag float over every school-house in the country, and the exercises be such as shall impress upon our youth the patriotic duties of American citizenship."

Chief Peabody thus heartily endorses the scheme of commemoration day by the children:

"It does not seem to me that the idea of commemorating the discovery of America, by celebrating the 400th anniversary in the public schools, needs the weight of personal commendation. No better recognition could be had than a children's joyous day, beginning where the rising sun greets the forests of Maine and continuing until its setting rays gild afresh the Golden Gate."

Chief Department of Liberal Arts. SELIM H. PEABODY.

A Lesson on Fog.

By MARY R. DAVIS, Springfield, Mass.

When wet clothes are hung before the fire, can you see the water go out of them? Yes, you do sometimes "see steam or vapor" rise from them. If water boils in the tea-kettle, what do you sometimes see on the walls and windows of the room? Could you see anything rise from the kettle before you saw the moisture on the walls? Yes, you "saw the steam," or visible vapor; now can you think which was warmer, the vapor that rose from the clothes and kettle, or the surrounding air? What effect did the cold surface of the glass of water have upon the surrounding air? Who remembers? Nearly all. Yes; "it condensed it," and you saw first "mist" on the glass and then "drops of water." What do you see on a mirror when you breathe upon it? "Steam," "mist;" good. Now which was cooler, the surface of the mirror, or your breath? The cold surface of the mirror did what to your warm breath?

In winter, why do we see our breath? What happens to the vapor of our warm breath? Yes, it is chilled, and "condensed" into visible vapor. Now, can you think why we saw the steam rise from the clothes and kettle? Charles is right; "Because the vapor in the warm air is at once condensed into mist by the cooler air."

Which cools sooner, water, or grass, or stones? At night, in summer, which is warmer, the water of the river or the land on its banks? What do we often see hanging over the river? Yes, "a fog," the name we give visible vapor. Now what causes the fog? Think. John has it, "The warm vapor rising from the river becomes condensed in the cold air that rises from the banks, and we see a mist or fog." Why do we see a fog hanging over a swamp? Which did we learn retained heat longer, a light or a heavy, wet soil? Yes, "the wet soil," and now you can all see the reason for the fog over the swamp. But why do we see it in the night oftener than in the day time? Good, "because the air is as warm if not warmer than the swamp in the day time." What becomes of the fog that hangs over the river and swamps when the sun appears? The *visible* vapor is changed into—"invisible" vapor." Why this change? John thinks "the sun warms the air so it can contain all the vapor that rises from the river;" but why? Yes, "because warm air retains more moisture than cold air." Did you ever see the sun shine on a foggy day? "No," the fog evaporates and disappears before the bright face of the sun.

What else will cause the fog to disappear suddenly? Yes, "the wind." What do you notice in the temperature when fog is driven away by the wind? Yes, "it is colder," and why? What has become of the vapor that hung over the river? "We learned the other day that water evaporates faster on a windy day, so I think the fog must." Fred is right; and if the wind takes the moisture from the air, what else has been taken, if it is cooler? Yes, "the heat." Travelers tell us that in climbing mountains they are often in a fog. Mountain peaks are often invisible because of fogs. Who can explain it? What becomes of the currents of warm air when they strike the sides of mountains? Yes, "they are pushed," or forced "upward into colder air" and the vapor—"is condensed into fog."

Did you ever notice steam or "smoke" rising from the surface of a pond or from the ground? Do you remember if the air was cold or warm at the time? Yes, "it was colder than the vapor which came from the pond" and so condensed the vapor in a very light fog. Explain the "smoke" from the locomotive and steamboat. Why do we notice steam rising from every part of a horse's body on a cold winter day?

Last summer I stopped for some days on one of the highest hills in Massachusetts. Nearly every morning there was a heavy fog in the valleys below, while there was none, unless in the very early morning, on the hill. Who can explain it? When did the fog disappear? Yes, "when the sun's rays had warmed the air, so it could retain the moisture," and the valleys were so shut in by hills that they shut the sun out until late in the summer morning.

What do you see floating in the air in the rays of sunlight? Yes, "particles of dust." Now, which cools sooner, the vapors in the air or these particles of dust? Yes, and they help to make fog by condensing the surrounding vapor into mist. Do we have more fogs around large manufacturing cities or in the open country? "Around the cities," but why? Yes, "because there are more particles of dust in the air around the city than in the country." Do you think there are more fogs around a city situated in a valley or on some elevation? Why is London nearly always foggy? It is always foggy on the coast of Newfoundland because the air rising from the warm Gulf stream becomes chilled in the cold air which rises from the land, and the surface of the Arctic current and is condensed into fog.

Why is there a fog around an iceberg when it has drifted southward near the Gulf stream? Do fogs ever do any harm? Do you think they can do any good? History states that a fog once saved an army; you may look it up and explain the circumstances tomorrow. What does fog look like? When we see it hanging high above the earth in the sky, what do we call it?

Geography Helps.

These little devices have been of great help in interesting pupils in the study of geography. They have proved especially helpful in an ungraded country school where several classes could be interested in the same general work. May some of the readers of THE JOURNAL find them equally helpful.

The teacher drew upon an oblong of strong manilla paper two hemispheres, each about three feet in diameter, divided them into their zones or belts, and then pasted a strong piece of cotton cloth upon the back and fastened a curtain stick at the top and bottom of the map. On one hemisphere she painted the zones, painting the frigid zones white, the temperate zones green, and the torrid zone a reddish brown. The pupils then brought the different productions, vegetable, animal, and mineral, of the different zones, and the teacher fastened them upon the map with needle and thread. When the pupils could not find a production, a small picture was substituted and pasted upon the map. Of course, vegetables could not be fastened upon the map, so the tiny pictures cut from "Floral Guides" were used, being carefully grouped upon the map. For the other hemisphere the teacher purchased a set of five "Books on Birds and Animals" for nine cents apiece, and the pupils cut out the pictures from these books at home. The teacher and pupils then carefully grouped the animals of each zone, arranging them in a medley, and the former pasted them upon the map. No pictures could be found for the Antarctic region, so the teacher rudely sketched some icebergs. The pupils and parents were intensely interested in the maps and even the dullest boy would slyly hand the teacher some production "for the map." It might be quite as easy to draw each hemisphere on a separate square of paper. In a country school the oldest pupils could doubtless do the work required with a few suggestions from the teacher.

Another "help," especially for country schools: After modeling and studying "the town," locating different school-houses, roads, etc., it is a good plan to draw a large map of the town upon manilla paper. Prepare it the same as above, except in painting. I should paint the lowlands of the town green and the hills brown, and then request the pupils to furnish productions for the teacher to fasten upon the map. This leads to a study of the native trees, minerals, etc. Require the specimens of wood to be cut in sections.

M. R. D.

Have You Heard It?

By E. D. K.

How many teachers began school last Monday and have not yet mentioned to the principal, or fellow teachers, that the children were way "below grade," and that they simply did "not know anything"?

"Why, they do not even know the multiplication table! Just think of these answers I got this morning! '6 times 9 are 48' and '7 times 8 are 63.' Yes, just as bad as *that*! And they say they have 'not had decimals yet,' and they do not know what I mean by 'prime numbers'! I should like to know what I am going to do!"

Are these exclamations familiar? Did the first recess, or "after school" talk among teachers in *your* building, have any similar expressions of dramatic despair woven in between the rehearsal of vacation experiences?

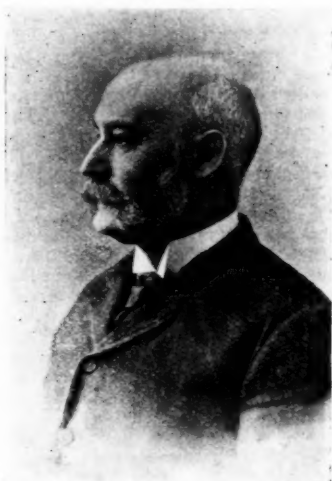
If the "study of children," now becoming popular with teachers, reveals nothing else than the reason why children can apparently forget all they ever knew, during the long vacation, it will accomplish a work worthy of all the effort made. Children live in the present, a day is a week—a month, in their intense realization of crowding events. As the wave washes the shore carrying away all traces of former objects, so the wave after wave of new sensations and experiences of a long vacation *seem* completely to carry away, and submerge the facts that seemed perfectly memorized at the close of the last school year. *Where* are these facts? What has become of that knowledge that was then on "the tongue's end"? Let psychologists answer that, but do give those children and the last teacher the benefit of a generous confidence that something *was* accomplished in the preceding term.

By and by as the gray daylight steals over the eastern hills, there will come to those children the confused recollection that somewhere in past ages they have heard certain things before, that the discouraged teacher is striving to impress upon their recognition.

Wait for *that* time, teachers, and, in the meantime, the flavor of the old-fashioned golden rule will sweeten the time of waiting and working.

We cannot imagine a complete education of man without music. It is the gymnastics of the affections. In suitable connection with exercises, it is necessary to keep body and soul in health.—*Jean Paul Richter*.

The Educational Field.



Edwin P Seaver.

Supt. Seaver was born in 1838 in Northboro, Worcester county, Massachusetts. He attended the common schools of his native town twelve weeks in summer, and twelve weeks in winter until 1855, when he entered the Bridgewater normal school. He was graduated from Bridgewater in 1857, and taught school for three years chiefly as English assistant in a classical academy in New Bedford, where he began to study Latin and Greek with the boys who were his pupils in other branches. He finished his preparation for college at the Phillips Exeter academy in 1861, and entering college was graduated from Harvard in 1864. From 1865 to 1874 he was the assistant professor of mathematics in Harvard university.

In 1874, Mr. Seaver became head master of the famous English high school, of Boston, and continued in that position until 1880 when he succeeded Dr. Samuel Eliot as superintendent of the public schools of Boston.

As a superintendent Mr. Seaver has displayed abilities of no mean order. He is strongly conservative, but is not among the last to adopt needed improvements. He has, in a quiet way, brought about many reforms in the schools. The primary schools, which under Supt. Eliot's superintendency were taken from the control of the masters and given to the supervisors have been returned to the masters, under Mr. Seaver's advice. He secured for the city the score and more of kindergartens which Mrs. Quincy Shaw was maintaining at her own expense. He has brought about, by his advocacy, the establishment of a Mechanic Arts high school. In many ways Mr. Seaver is a representative man,—safe, certain, faithful.

In 1875 the Agassiz Association started in Lenox, Mass.; in 1892 it became an incorporated society. From a small beginning it has spread to every part of the world. It has established fifteen hundred branch societies with a membership of more than twenty thousand. The purpose of the society is the promotion of scientific education; the advancement of science; the collection in museums of natural and scientific specimens, the employment of observers and teachers in the different departments of science, and the general diffusion of knowledge. The corporation is known by the name, "Agassiz Association," and is located in the city of Pittsfield, Mass. The aim of the branches, or "chapters," is to "make collections of the plants, animals, or minerals of their immediate neighborhood, and to learn what they can regarding the specimens they collect, or to study together some branch of science." For seventeen years the Agassiz Association has conducted its work without any outside help, but, in order to attain greater results it now needs help. Its president is Harlan H. Ballard, Pittsfield, Mass.

The recently completed school census of Chicago, taken under authority of city board of education, shows that there are in Chicago nearly 5000 persons under 21 years of age who cannot read or write English! There are 9000 children of school age who do not attend school, but a considerable proportion of these will be found over 12, and to have gone through the primary grade of a public or private school; the number of children in parochial schools of all denominations is less than 52,000; in private schools other than parochial there are 6000 pupils. The private schools are academies that prepare young people for colleges and universities, and do not include business colleges.

The colored people in Chicago number nearly 2000 and they are holding their own in the public schools, where there is no discrimination against them. There are a total of 1,476 Chinese in that city.

The Canadian minister of education has called on the teachers of the Dominion to observe the 400th anniversary of Columbus' discovery of America by suitable exercises in all schools.

This recognition of Columbus day by the educational departments of other countries emphasizes the real meaning of the day. Free universal education is the distinctive feature of the new world and the grandest result of the discovery of America. The whole world felt the thrill of the discovery, and education has been broadened thereby in every enlightened country.

Two years ago the district institute system was introduced into Washington Co., Pa. During the first year six meetings were held at central points throughout the county. They proved to be of such help to teachers, directors, and people generally who were interested in the success of the public schools, that last year eight of these educational meetings were held. A majority of the teachers of the county and many from adjoining counties attended one or more of them, and their influence for promoting good work in these schools was plain to be seen. The superintendent of that county says:

"The duty of the committee appointed for each place will be to secure a suitable hall for the meetings, arrange a suitable program, provide for plenty of music and advertise the institute as widely as possible. We want the ministers and doctors, the patrons and the children, as well as the directors and the teachers to be present and take part in the exercises. Class drills and literary performances should alternate with music and addresses on the various topics. Let us, by these meetings, learn that pupil and teacher, father and mother, and superintendent are all interested in the same work."

No schools in the country are more alive and prompt in institute work than those of Washington County, Pa. Is the "district system" the key to it?

An infant phenomenon has been discovered at Plaisance, a suburb of Paris, in the person of a little girl, called Jeanne Eugénie Moreau, aged only five, but endowed with a most extraordinary memory. She is a walking encyclopedia on all matters appertaining to the history of France, and especially of the great Revolution; is an adept also in natural history, and at the same time answers without hesitation or error practical questions about cooking, gardening, and household management.

Here, at last, is evolved the ideal of the nineteenth century child. Here is a pattern for the shaping of the next generation. In all great revolutionary epochs the reigning ideal is now and then embodied in a human form, to encourage the wavering and disheartened to press forward to greater achievements. The *London Daily Telegraph* says: "In all likelihood, Eugénie, should she survive academical testings and public examinations, will eventually settle down to the life of a schoolmistress—a calling for which her marvelous memory will pre-eminently fit her."

An examiner of teachers received the following answers to his questions, which are vouched for, as given in good faith by candidates for positions as teachers:

Q.—What invention aided in making possible the discovery of America?

A.—The invention of the steamboat.

Q.—Name five of the most prominent cities of the Northwest, and state the cause of the importance of each.

A.—La Crosse, Fondulac, Milwaukee, Racine, Cincinnati. All but Cincinnati are noted for their water works.

Q.—What are some of the principal causes of the American Revolution?

A.—The opposing principals of popular and aristocratic government were at the bottom of all.

Q.—Name five countries represented in the All-American Congress.

A.—Japan, France, England, Venezuela, Guatemala.

Q.—Why have the inhabitants of the polar region six months of day and six months of night?

A.—The earth revolves so slowly at the poles, the earth being smaller at that point.

Another gave this answer:

A.—The earth revolving on its axis only reaches them once a year.

And another gave this answer:

A.—Because it is so far from the center of the earth that the sun is on the other side of the world six months.

Q.—What is a diphthong?

A.—A sound produced by the vocal organs is a diphthong.

A number of teachers interested in the Herbartian system of pedagogy formed a "Herbart Club" at the recent Saratoga meeting, and a part of the members have decided to bring out a translation of Lange's book on "Apperception." The work of translation was apportioned among the members, the whole to be edited by Pres. Charles DeGarmo, of Swarthmore college. The following named persons assist in the translation: Levi L. Seeley, Lake Forest university; Elmer E. Brown, University of California; Theo. B. Noss, State normal school, California, Pa.; Mrs. Eudora Hailmann, La Porte, Ind.; Herman T. Lukens, Chicago; Charles P. McMurtry, Normal, Ills.; Frank McMurtry, Normal, Ills.; Margaret K. Smith, Oswego, N. Y.; Ossian H. Lang, Buffalo, N. Y.; Florence Hall, Swarthmore, Pa.; George Francis James, Philadelphia; Henry M. Leipziger, New York; Charles De Garmo, Swarthmore, Pa.

The volume will be brought out by D. C. Heath & Co., Boston, early in the fall. The purpose of the club in preparing this work is wholly educational and not at all commercial, since the income from copyright will be devoted to promoting the spread of knowledge concerning a helpful educational psychology in its various applications to teaching. The great service of Lange is that he gives the teacher a new and helpful standpoint in psychology. The growing mind is no longer regarded in the old, mechanical and external manner, but the teacher is led to view all instruction as it will appear to the child of such and such experiences, interests, and ruling motives. The teacher puts himself in the child's place, and measures the value of his instruction in accordance with the interpretation that he sees the child will put upon it. Every true teacher must do this, and no other author has been as happy as Lange in helping him to do it. The translation is expected in October.

The Educational Times says:

"In at least one American school they have recognized the deficiency of the ordinary education, and set themselves to remedy it. There, accordingly, the pupil can be instructed in the actual details of banking, stock-broking, dealing in dry goods, or what not, just as if it were not a school, but a merchant's office. On the whole, we hope the example will not be followed in this country. Our boys are old enough as it is, and already go into business at an age when our forefathers were barely out of their nurseries. Do not let us turn them into merchants and bankers while they are nominally boys at school. It is rather saddening, if one comes to think of it, to see 'the almighty dollar,' set up as an object of worship to the school boy, whose thoughts ought to be centered on nothing more sordid than 'coasting,' or base-ball. One wonders, too, how far the teachers carry their instruction. Do they confine themselves always to the legitimate methods of business? or do they, in the endeavour to turn out their pupils armed *cap-a-pie* for commercial strife, instruct them in the tricks of the trade—the doubtful practices and unscrupulous dodges which are too often practiced? It is not pleasant to think of a twelve-year-old boy being instructed in the modern art of making a fortune by repeated failure."

What a lot of moralizing over the fact that the bookkeeping taught is made real; a boy gets an envelope containing slips of paper representing articles with a bill; he enters them in a transaction day book; posts them in a ledger; draws a check; sells a similar envelope to another pupil and gets a check, deposits it—all this in the school-room. These fellows play base-ball? Yes, too much. He undoubtedly means Packard's; it is pleasant to see the boys instructed there.

A scheme is in progress to raise funds to place a memorial of Dr. Arnold, of Rugby, in Westminster Abbey. A committee of distinguished men in Great Britain has taken the matter in hand, aided by the Dean of Westminster, who expresses a desire to do all in his power to assist in this honor to the memory of Dr. Arnold.

It is Dr. Arnold, *the teacher*, who worked with and for the boys at Rugby, who thus calls out an expression of the nation's gratitude.

A suggestion was made by *Kate Field's Washington*, to Secretary Tracy of the navy that the fine cruiser, No. 13, soon to be launched from Philadelphia be named *Isabella*, in honor of the generous Spanish queen of immortal memory. This request was made on the strength of the fact that cruiser No. 12, had just been christened *Columbia*. The secretary gallantly responded, saying that the law interfered with what would otherwise seem most appropriate. This is the law referred to:

"Sailing vessels of the first class shall be named after the states of the Union, those of the second class after the rivers, those of the third class after the principal cities and towns, and those of the fourth class as the President may direct. Steamships of the first class shall be named after the states of the Union, those of the second class after the rivers and principal cities and towns, and those of the third class as the President may direct."

The *Washington* not to be defeated by such a slight thing as a congressional enactment set out proving that *Isabella* was not unknown to the map of the United States, with the following result:

Isabella, a county in Michigan, within this county is the township of *Isabella*; post-office in Pope county, Arkansas; county seat of Worth county, Georgia; post hamlet of Ozark county, Missouri; post-office in Chester county, Pa.; township in Pierce county, Wisconsin; river, in Wisconsin.

Who shall say the enterprising genius of the *Washington* has not made her point, and that the renowned name of *Isabella* can not lawfully grace the name of the new steamer, in this Columbian year of our Lord, 1892?

All teachers who desire the official program, printed on a four-page sheet, including the songs and the President's proclamation, will be supplied by *The Youth's Companion* at \$1.00 per hundred. With every order will be sent single copies of the Ode and the Address; also a four-page sheet containing suggestions on "How to Observe Columbus Day." An abbreviated and simplified form of the Address will be supplied for primary schools.

Last spring it will be remembered, that Dr. Walden of the Cook Co. board of education attempted to throw discredit on Col. Parker. We note that at the "primary" where he was put in nomination for county commissioner, and 225 votes were needed to elect, he *lacked 215 votes*. Evidently the explosion he caused has hurt him. He will providentially retire into private life.

Supt. Seaver, of Boston, in a summer address before the Harvard Teachers' Association at Harvard college, advocated the establishment of a parental school for truants. The aim of such a school should be to take the place of parents until the truant boy has become habituated to steady, regular habits. "These parental schools," said the superintendent, "are a necessity growing out of the attempt for universal education, and should be established only under the most approved methods. And an important subject to be considered is that of indeterminate sentence. I should recommend this principle most strongly. Let the boy earn his way out as soon as he can. It is the greatest pressure in behalf of good work and reform that can be imagined. The need of a special school for truants has made itself so much felt that special schools have been established in several counties in Massachusetts. People in Boston have long felt that the truant school on Deer island has been a primary school of crime. Hence the officers have been loath to make arrests, and the courts have resorted to any expedient rather than send a boy to Deer island, and hence the boy is let go until he goes down as a real criminal. Six years ago the city was authorized by the legislature to establish on the main land a special school for truants. It was then suggested that instead of truant school the school be called a parental school. When this school is established, it will aim to take the place of parents until the truant boy has become habituated to steady, regular habits."

Dr. J. E. Bradley, formerly superintendent of schools at Minneapolis, has been elected president of the Illinois college at Jacksonville. Dr. Bradley is admirably adapted to this work requiring long experience in educational matters, and managing skill. Dr. Bradley always succeeds in the higher educational work and this position will furnish opportunity for all his powers.

The *Brooklyn Eagle* contains an able article on manual training. Mr. P. H. McNulty, of the board of education, asked for a committee to consider the subject; it was appointed three years ago. Each year this committee has had a rebuff; this year strong men are on the committee and President Hendrix is counted in as in favor of doing something. President S. T. Stewart's letter in the *Eagle* is an unusually excellent one. He says:

"Manual training is dictated not only by the condition of society, but by the very structure of the nervous system. The nervous system contains sensory nerves and motor nerves. An impression on the sensory nerves naturally impels the motor nerves to action. By the education of the present day, the student is occupied principally with books. His mind may be active, but his body is passive. One-half of his nervous system and, with regard to results, the more important half, is entirely untrained. The true principles of education should be based on the structure of the student and the structure of society and should educate the one for the other. Manual training is one of the absolute necessities of the age, required by the individual and by society, and dictated by true principles of education as well as by the true policy of the state.

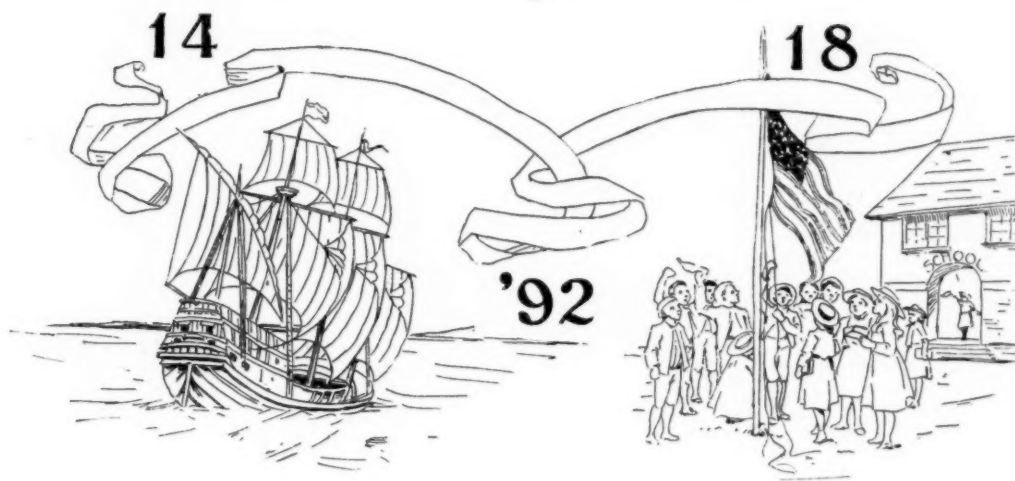
The high school at Dunkirk, N. Y., has had as its principal for the past four years Mr. Albert Leonard, and probably owing to this fact has gained a splendid reputation. Those who have visited the school, from time to time, speak in warm terms of the high character of the work done there. The fact is that Mr. Leonard while possessing fine scholarship and broad culture, is also an educator taking large views of his work. It is this class of men, having clear and correct ideas of what education really is and comprehending the best means by which it may be realized, that are making teaching into a profession.

The "dress question" for women came up again at Chautauqua this summer. Mrs. Colonel Parker gave an earnest talk upon it, and was even more emphatic than last year in her denunciation of present styles of dress. That which is needed to put the right kind of dress into the school-room for comfort and health is a concerted movement by a host of women teachers who can agree upon one style, and are endowed with courage enough to carry out their convictions, by the adoption of a common-sense dress. All hail the day when such a movement shall be successfully made.

Great care should be taken at this season of the year that JOURNAL subscribers give us notice of their change of address. Send us a postal at once, if there is to be any change in address, that papers may not be lost. *Send the old address and the new one at the same time.*

Frequent requests come to us that the large pictures designed for language teaching (printed monthly in the Primary edition of THE JOURNAL) be printed on the backs of advertising pages that they may be detached and used in the school-room, without endangering the loss of other matter. The suggestion is certainly a reasonable one, and arrangements will soon be made to accede to this request.

Columbus Day Exercises.



Christopher Columbus.*

An Historical Drama.

By JOSEPHINE SIMPSON.

DRAMATIS PERSONÆ.

Columbia, a ruler. Mnemosyne, (Memory), mother of the Muses.			
Clio, (History).	} Muses	Aglaiā, (Glory).	} The Three Graces
Calliope, (Epic Poetry).		Thalia, (Joy).	
Urania, (Astronomy).		Euphrosyne, (Pleasure).	
Melpomene, (Tragedy).			
Past, (An Old Man).		Spirits.	
Present, (A Youth).			
Future, (A Maiden).			

(This drama is intended for the HIGHER GRADES AND HIGH SCHOOLS.)

SUGGESTIONS TO THE TEACHER.

The older pupils being selected for the most difficult part, the dialogue, leaves the chorus to be chosen from the rank and file of the department or school. The tableau may consist of a large number of persons where many attendants are represented, or, if space does not permit, each tableau may be reduced to its chief characters.

The muses and graces should wear Grecian gowns of cheesecloth, tinted if procurable; however, cream white with a gilt paper border pasted on, is very pretty.

Columbia or Goddess of Liberty wears the national colors. A pattern of a Greek gown may be gotten from any publisher of fashions. A gown gathered easily about the neck, and hanging straight and loose from the shoulders with girdle, close up under the arms, and wing-like sleeves, will look very well. The hair which may be worn flowing or in a "psyche" knot, should be banded several times with a narrow white or gold colored ribbon to represent the Grecian fillet.

TABLEAU I.

In this tableau, colored gossamers of the style with capes and Capuchin (pointed) hoods, will do good service. Let some of the boys wear their hoods drawn over the head, and others, to represent the scholars, close fitting skull caps or mortar caps. As to the number of characters, besides Columbus, there might be three or four scholars, as many bishops, and a half dozen or more monks. If desirable twice as many could be arranged effectively in an irregular semi-circle about the table at which Columbus stands, only care must be taken to break up the company into little groups of three or four.

The boys in all tableaux should wear short trousers, bright colored stockings and low shoes. Let Columbus wear a long skirted Russian blouse with full sleeves; they are so much in vogue just now, they can be easily procured. Over this he should wear a long loose cloak, thrown back, or a cape fastened at the shoulders. In the second and third tableaux he carries a sword. His hat might be a soft felt, fastened up at one end with buckle and drooping feather. In selecting a Columbus choose a boy with an expressive face as well as good figure. If you cannot get a wig, his hair ought to be powdered. Columbus became white-haired very young.

TABLEAU II.

The Indian braves wear blankets or blanket shawls, also a head dress of feathers. The squaws dress in short bright colored skirts, with leggings of same material reaching from knee to ankle, and moccasins or slippers. They may wear any number of strings of beads on neck and arms. The number of Indians depends upon the size of stage or platform. You will notice there are six other characters, the main ones, to provide positions for. There ought to be at least four attendants, one priest bearing a cross, and three soldiers with staves or guns.

TABLEAU III.

For the queen's robe use a teagown or fancy wrapper with long train. The head dress, a long piece of veiling is fastened down on the back of the head and flows over the shoulders. A fur-lined circular or long loose cloak will do for the king's robe. Most pictures show the sovereigns wearing their crowns. The courtiers, priests, soldiers, Indians will be the same of course, as in previous tableaux, the number depending upon opportunity and space. Use care in grouping.

TABLEAU IV.

A heap of course, heavy white stuff represents sails on right of pile of ropes. On left, a wooden block or box representing beam is placed for Columbus to lean against. His knees are crossed. One clenched hand rests in lap. The other supports his head. Chains show prominently, both on feet and hands. In this tableau, you will notice, all effect depends upon attitude of body even more than expression of face.

TABLEAU V.

Here let the dais be draped with American and Italian flags.

* Copyrighted.

ACT I.

Scene 1. (Columbia alone seated in pensive attitude.)

Our bounden duty, nay our pleasure 'tis,
That we, the ruler of this goodly realm,
Shall, the bold story of our nation's birth,
In living pageant view before our sight;
That ev'ry loyal subject, full impressed,
May write its legends deep in loving heart.
To suit such purpose, mother of the nine,
Mnemosyne, we summon thee!

(Mnemosyne enters.)

Oh, gracious queen! glad my willing feet
Haste to do thy bidding.
Such blissful task the muses blithe essay.
Behold Clio, daughter of the ages
Cometh, her true glowing tale to recount
Of the Genoese sailor, whose bold hand
Did plough wild sea, and show to all nations,
A new highway, a strangeling world.

Chorus.—"AMERICA."

(Enter Clio.)

List! a wondrous tale I fain unfold—
Roll back, Father Kronos, thy century scroll,
A quadruple scroll, Father Kronos—
So may we then view that far-off dim time,
When the world, as it were, seemed wakening
From deep sleep of ignorance;
When Gutenberg's magic turned spotless page
To live pulsing message, speeding world wide;
When men first did learn that brethren they be,
And fain teach mankind of one Christian faith;
Yea, such was the time, the place by the sea,
Where dwelt a strange lad, a woolcomber's son;
Dreamed of the sea by the day and by night;
As youth sailed its waters, joyously fared,
The heaving bosom of deep his tried friend,
So whispered wild wave its secret most grave
Which the Genoese lad often pondered,
As swift to manhood's full stature he grew.
Now fared eager Colon, with pious zeal,
To the realm of Isabella fared he,
And boldly 'mong wise men and lords noble,
Proclaimed his full faith of land westward;
By the sea he would surely find westward,
Spices of Cathay, gold of Cipango,
The fabulous land of mystic Grand Khan. (Exeunt.)

TABLEAU.

(Columbus before the Council of Salamanca held in the Dominican Convent of St. Stephen.) Columbus, a white-haired man, stands in foreground before a long table strewn with maps, charts, astrolabe (a sort of quadrant), compass, and books. With finger upon chart he is stating his case, enforcing his arguments with quotations from the fathers. About him are grouped eminent dignitaries of the church, learned astronomers, and cosmographers of Spain, some listening with approval, some with horror at his apparent contradiction of the scripture, some with open scorn or derision.

ACT II.

(Enter Columbia and seats herself. Clio, Calliope, Urania follow.)

Columbia.

Time draws on apace, haste the noble story,
A good beginning have ye made, daughters;
Ardently we wait the due completion.

(*Clio steps forward.*)

O, worthy queen! ready my thrilling tale—

Calliope.

Nay, not so—noble Clio—a hero!
Mine to tell the story!
Mine, most lovely queen with fitting word
Thy welcome bidding humbly to obey!
When boldly did haste, oh, venturesome day!
From Palos' safe port, yon white-haired man,
To seek hidden pathway on shoreless waste
Of waters, yea, jubilant to tread
An unknown roadway.
Then fared a hero for all time to come,
Whose pure burning zeal, impetuous faith
Did take the world for trial.

Urania.

Yea, too, let me mine words of meed to pay,
Nigh three score days, and ten, the time sped by
O'er patient watcher, in the darksome night;
The silv'ry stars their steady, ceaseless way
Roll on above his pious steadfast eyes;
Ne'er faltered trustful Colon, nay not once,
Though sailor's needle wavered from true course;
And steadily the strange winds blew nor veered;
And marked new train of stars swept into view;
And frenzied with such outlook so alarming,
Rebel sailors prayed, now cursed their captain;
Prayed him turn the vessel's aimless course,
Nor further venture, on this trackless waste
Of angry, shoreless water.

Calliope.

And behold, on hope-girt night as now fast
Approached the gleaming stars their midnight course,
The eager captain paced his watchful deck,
A sudden light—most marvelous beacon
Of a new found land—flashed like a glory
On his longing eye.
Then belched the booming cannon wild salvo,
"Land! land! verdant, fertile, odorous land!" (*Exeunt.*)

Chorus.—"COLUMBIA, THE GEM OF THE OCEAN."

THE RED, WHITE AND BLUE.



TABLEAU.

Landing of Columbus.

(Columbus in foreground, with bared head, holding aloft in left hand the royal standard of his sovereigns; in right, a drawn sword. He is closely attended by his officers, foremost among whom are the two Pinzons bearing banners. Behind them are a priest and other attendants. One of the group, a man, kneels at the left of Columbus, reverently gazing at his master. At the right, further back, a boy is seen also kneeling, and over him bends forward an elderly man with hat in hand. Picturesquely grouped to left are Indians, some prone upon the ground with fright, others standing and eying the new-comers with intense amazement.) (*See Vander-lind's picture.*)

ACT III.

(*Columbia on stage. Enter three graces together.*)

Columbia.

Pleased I note your presence, lovely daughters.
Most proper 'tis your joyous, stirring words

Be heard in this auspicious parley;
The theme most worthy, the hero I fain
Would hear of, nor deem this warm praise o'er-drawn.

(*Thalia steps forward.*)

Joy doth my steps attend, as lips essay
To recount the blithesome homeward faring,
Of that world-lost man.
Yea, of verity Colon hath returned,
The sea hath he robbed of her mystery;
Land long years mapped in dreamy, fertile brain,
Stretched its verdant arms with ready welcome;
So rang the tale, and people wild did haste
The story to confirm.
Now fared joyous Colon to kingly court.

Aglaia.

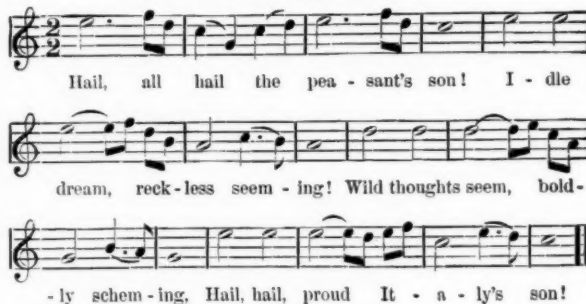
Yea, and illustrious sovereigns swift
Do raise the prostrate hero at their feet,
Laden him with honor and proud title.
Then spread victorious Colon trophies
Such as ne'er before met wide wond'ring eye—
Gorgeous birds unknown, with fragrant plant,
Gleaming gold, and, most marvelous to see,
A strange new race of men.

(*Euphrosyne advances.*)

Now for a time flourished happy Colon,
Whose venturesome labor o'er reckless wave
Had found, indeed, glorious fruition.
No longer stranger wand'ring all unheeded—
Nay, eager world do wait his very whisper.
Ah! such the fame-laden halo crowning,
All too brief, that whitened brow. (*Exeunt.*)

Chorus.—"HAIL, ALL HAIL, THE PEASANT'S SON!"

Tune: "Praise," (From Mozart.)



Hail, all hail the peasant's son!
Idle dream, reckless seeming,
Wild thoughts teem, boldly scheming,
Hail, hail, proud Italy's son!

Hail, all hail the peasant's son!
Fruitless year, scornful jeering,
Falsehood drear, treach'ry fearing,
Hail, hail proud Italy's son!

Hail, all hail, the peasant's son!
Swift sails wing, wild news ringing,
Sailor king, glad hearts singing,
Hail, hail proud Italy's son!

TABLEAU.

(Columbus before the sovereigns on his return from first voyage.) Ferdinand and Isabella are seated upon a throne. Courtiers and attendants on both right and left gaze curiously, some enviously, at Columbus, the central figure. He is in the act of addressing the sovereigns. With left hand he points to several Indians seated upon the floor beside him who are looking with utmost astonishment upon the strange scene. To the right kneels an attendant who takes from their cases, as Columbus directs, the curious trophies of the voyage—new plants, strange birds, gold, and various articles of Indian make, such as lances, bowls, golden trinkets.

ACT IV.

(*Enter Clio, slowly and sadly, as Columbia addresses her.*)

Columbia.

Nay, truthful Clio, why such sober mien?
Thine hero naught but happiness deserves.
Clear thy brow, haste thee now the noble tale
To victorious close.

Clio.

Alas, gracious queen! mine heart doth fail me
To recount so dolorous an ending.
Behold the brazen arm of envy fierce,

That did, untimely, stir up wicked strife,
In the brave life of our hero famous.
Thrice again did this worthy admiral
Plough the unknown sea,
Adding new land, new riches so varied,
To Ferdinand's proud realm, a new world.
Oh, princes' gratitude! mine lips are dumb!

(*Melpomene enters solemnly.*)

Woe, woe! noble queen, the tale pursueth!
Now did that same Ferdinand all heartless,
Give most willing ear to malicious tale
Of wicked enemy.

Thus the pious Colon betrayed, deceived,
Robbed of all honor, title, and good name,
Did sink into the arms of waiting death.

(*Clio.*)

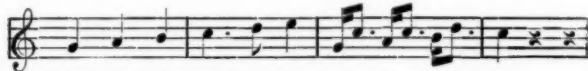
The gratitude of princes! clanking chain—
A worthy servant in life's last flicker,
A target for contumely vile, helpless!
What more piteous case, O most heedful queen,
Could one's false paint? (*Exeunt.*)

Chorus.—SONG OF THE FATES.

"Robin Adair," arranged by JOSEPHINE SIMPSON.



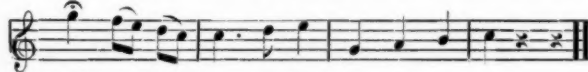
Spin, spin, my sis - ter, spin, Spin, sis - ter, spin!



Life's strong thread meet to win, Spin, sis - ter, spin!



Tan - gles find, break to wind, Sad, sad snarl, hard to bind,



Sad, sad snarl, hard to bind, Spin, sis - ter, spin!

Spin, spin, my sister, spin,
Spin, sister, spin!
Life's strong thread meet to win,
Spin, sister, spin!
Tangles find, break to wind,
Sad, sad snarl, hard to bind,
Sad, sad snarl, hard to bind,
Spin, sister, spin!

Spin, spin, my sister spin,
Spin, sister, spin!
Swift shuttle's whirling din,
Spin, sister, spin!
Troubles fall, pleasures pall,
Drear task life's knotty brawl,
Drear task life's knotty brawl,
Spin, sister, spin!

Spin, spin, my sister, spin,
Spin, sister, spin!
Warp of pain, woof of sin,
Spin, sister, spin!
Hero's shroud, fleecy cloud,
Praise spin thou, long and loud,
Praise spin thou, long and loud,
Spin, sister, spin!

TABLEAU.

(Columbus in chains on Spanish war vessel.) Columbus is seated on deck upon a pile of ropes in an attitude of deep dejection. There are chains upon his wrists and ankles. One manacled hand supports his bent brow. He seems in a state of sad thought.

ACT V.

(*Columbia present. Enter by right Spirit of the Past, an aged man, followed by Spirit of the Present, a sprightly youth, lastly Spirit of the Future, a tall spirituelle maiden. As they file by Columbia they bow deeply and group themselves on left, old man nearest the queen.*)

Columbia.

Whence come ye, strangers? What your message, pray?
The noble tale so late rehearsed in full,
Hath it touched thy palsied heart, aged one?

Yea, thou too, lively youth, what the import
Of thy presence sturdy?
And thou fairest maid, thy very bearing
Proclaims thee harbinger of peace benign,
And full-lapped plenty.

(*Old Man.*)

Spirit of the past am I, endlessly
Brooding o'er the flood-tide of centuries;
Full many brave sovereign, petty kinglet
Have I studied his sure course relentless;
Full many a struggling people gallant,
Now rise in bold frenzy victorious,
Anon fall, supine, into foul decay.
Well I recall the gaping, wond'ring world
That Genoese sailor did up startle,
When from the unknown end of Western sea
A strange gem he filched, a continent vast.

(*Youth Advances.*)

Aye, the shame on't! the foremost of them all;
Whose doughty arm and keen-edged wit
Put to blush men's driv'ling fancies common.
That weak and graceless dolts, green envious,
Should cause the ruin of such honest man,
The foremost of his time!
Enough—I come not to prate past folly—
Thine own true-born son, most gracious madam!
Young America am I called so apt,
Than whom is none more ready, more willing,
Come weal, come woe, to serve at country's call;
So do we rejoice in this meet conclave
To take our fitting part.
What a glorious privilege truly.
To welcome to the free land of Colon,
All nations of the world in timely fete!

(*Spirit of the Future steps toward center with outstretched arms and rapt forward gaze.*)

(*Maiden.*)

A goodly land doth lie before mine eye!
Fruitful over all! earth's favorite mart;
Skillful over all! its varied handicraft
A thing to marvel, ever to admire;
Busy over all! its earnest workmen
Ply peace-wrought weapons with incessant care;
Grim war, want-bred, no foothold here can find,
Rank anarchy's weed full plenty doth choke;
And love of home, and true pride of nation,
The theme of youth and manhood's calm reason. (*Exeunt.*)

Chorus.—"OUR COUNTRY."

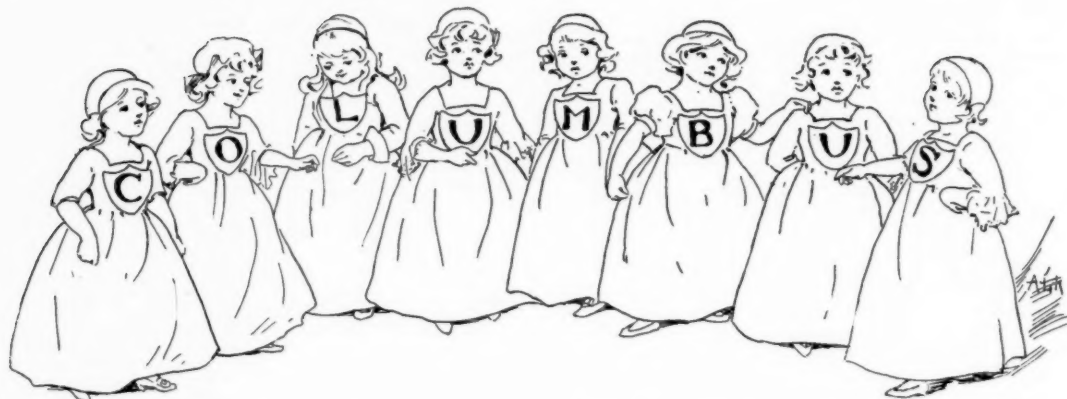
(Tune: "Maryland, My Maryland.")

What land is this we hail so free!
America, America;
That fertile bridge from sea to sea,
America, America;
Whose outstretched arms all men receive,
The utmost ends of earth relieve
Of burdened souls, that do believe
'Tis blest of God, America.
Where waves, yea, countless wheat-filled mead?
America, America;
And thousand hills sleek cattle feed?
America, America;
The promised land, yea, here we find
Room, room, for all opprest mankind,
For willing hand, for willing mind,
America, America.
Our father's God, whose arm did weld
America, America;
Each star so firm on shield upheld,
America, America;
Emboss with love, wrought from within,
True nation love, not frothy din,
So dwell in peace, one aim, one kin,
America, America.

TABLEAU.

Crowning of Columbus.

(Upon a dais there is a bust or statue to represent Columbus. Columbia is in the act of handing a wreath of laurel to Clio who stands ready to place it upon the statue. To right are grouped the three graces with arms intertwined, as usually represented. To left are the various muses, Calliope, Urania, Melpomene grouped in front of Mnemosyne who stands pointing index finger toward dais. To left center Spirit of the Past leans forward upon his staff. To right center Spirit of the Present stands erect and alert, an interested spectator of the scene. About midway between the two stands the Spirit of the Future with arms upraised and rapt forward gaze in the act of prophesying.)



Columbus Acrostatic.

FOR LOWEST GRADE.

This exercise is designed for eight little girls, from eight to ten years old. In their dress they should follow the style given in the above picture: mob caps and long dresses. A general picturesque appearance should be sought for. Cheap material can be used with excellent effect. Scrim at five cents a yard, is all that is needed. It will give variety to have the first girl wear a red dress and a blue cap, and the second, a blue dress and a red cap, and so on in alternation. The shields, which are made of pasteboard, should be covered with white, and the lettering on each shield had better be uniform, perhaps gold color will harmonize best. The shields should be fastened to the dresses of the girls so that they can be kept firm, as they could not be held steadily enough to give a good effect to the audience. Care must be taken that these shields shall present an even line at the top, which effect can only be secured by selecting children of the same height, and seeing to it that the shields are arranged with this thought in mind. The shields should only be large enough to admit a letter of the right size; the letter should be about five inches long.

The first girl should come upon the stage alone, reciting the first paragraph of the exercise; after she has finished (do not hurry this part) the second girl enters, and so on till the whole story is given, and they are arranged in a semicircle on the stage, when the word COLUMBUS stands plainly out.

Then follow with the song "America" by the whole school. After this is the time for marching, counter marching, forming into circles, and any fancy figures the teacher may arrange. They should finally leave the stage taking a fancy skipping step as they go. All this after the singing should be done to quick music.

THE EXERCISE.

CHRISTOPHER COLON was the name of the little boy who lived in Italy in 1492.

O! the people didn't believe the world was round *then*, but *this* boy thought it was.

Long he dreamed of finding land across the sea, and when he became a man he tried to find some one to help him to money and ships.

Up and down he went, from country to country, seeking for help, in vain, till he applied to King Ferdinand and Queen Isabella.

Majesty came to his aid, through the offer of Queen Isabella to sell her crown jewels, if necessary, to cover the cost of the voyage, but the means were found in another way.

Business completed, they set forth in August 3, and discovered land October 12, 1492, which they called San Salvador.

Upon his return to Spain, this great discoverer was received with the highest honors by the court and all the people.

So the world *was* round, after all, and to-day we celebrate the 400th anniversary of this great discovery by COLUMBUS.

What Columbus did not have to Learn.

By A. L. R., New York City.

(Recitation for a Girl.)

(This is adapted for a girl about twelve years old. She should be seated before a table, covered with writing materials and several books of reference.)

O dear! I have got to write a composition on Christopher Columbus to be read on Columbus day. Teacher says we may choose our subjects and all the other girls have theirs. Florence Hall has the "Mission of Columbus," and Minnie Jones the "Influence of Columbus' Discovery upon the Something or Other"—I forget what. I'll never select such a high-flown title. But what *shall* I write about? Teacher suggested "The Boyhood of Columbus." It sounds nice, but what do I know about his boyhood?

One thing I *do* know; he didn't have to study all the things we do. How much easier school was in *his* day! He never had to give all the proofs that the earth is round, for nobody believed that it *was* round then. Geography was only fun for *him*. He could draw his maps in no time, for there was no United States, no Western Continent at all.

He never had to pronounce dreadful names like And-oscoggin, and Moostocmaguntic, and Winnepesaukee. He did not have to remember how many *s's* and *e's* to put in Tennessee, and how many *i's*, and *s's*, and *p's* it takes to spell Mississippi. No one ever asked him to give the population of Chicago, nor the area of Texas, nor the length of the Amazon, nor the height of Mt. Popocatepetl—such an outlandish name,—nor the outlet of Athabasca lake. He never got marked way down in geography because he couldn't tell how much cotton was raised in New Hampshire, and how much lumber in Kentucky, or the annual amount of pork exported from San Francisco. He never made a goose of himself by saying Maine was noted for its coal mines, and Ohio for its fisheries, and that happened to *me* only yesterday.

And oh! Christopher Columbus, you may thank your lucky stars that you didn't have to study physical geography, especially ocean currents. If you had ever got hopelessly mixed in the polar current, and the return current, and the Kuro Siwo—if that is the

way you pronounce it,—and the Gulf stream, you would think that discovering America was no joke. You didn't even know what a "calm" meant when you got into one, and you all were dreadfully worried when your ships were twisted up in the grass and things in the Sargasso sea. Anyone knows nowadays that it is formed by the circular movement of the—oh! I forget just what.

History too must have been very easy for Columbus. He did not have to learn that long lingo about the discoverers. I always forget which was which. I get so confused with the Cabots, and Amerigo Vespucci—I'm sure I can't see why they named this continent after him. And when it comes to Ponce de Leon discovering the Pacific ocean, and De Soto looking for the fountain of eternal youth, and Balboa being buried in the Mississippi after he had discovered it, it is enough to make one's head ache to remember it all. So you see, Mr. Christopher Columbus, what you escaped by living in the fifteenth century instead of the nineteenth.

But that is not all that he escaped. No one ever bothered him about the invention of the cotton gin and the steamboat, nor the causes that led to the Revolutionary war. And speaking of wars, there is the French and Indian war, and the war of 1812, and the treaties, and the dates of admission of all the states, and the lists of the presidents, that I never *can* remember. But the hardest of all is the Civil war. I'm ashamed to tell it, but I can't remember which side the generals were on. Let's see (*counts on her fingers*), there was Grant, and Stonewall Jackson, and Johnston,—or was it Johnson,—and Sheridan, they were all Union men. No, I am not sure about any of them but Grant. No, I really can't see what Columbus had to study when he was a boy. I wonder if he had to write compositions?

There, I have been wasting all my time, and I haven't begun my composition. Papa said to consult books of reference, but here is Irving, and he don't help me any (*takes book and turns over the leaves*), and Bancroft is no better, (*takes another, and looks at it a minute*). What *shall* I have for a subject? (*Takes up pen and dips it in ink*). I declare, I believe I'll write out just what I have been talking to myself. "What Columbus Did not Have to Learn." (*Begins to write very fast*.)



Columbus Day Exercise.

FOR PRIMARY SCHOOLS.

By ANNA A. L. LEE, Trenton, N. J.

(In giving the exercise a curtain will be needed. If possible, the back of the stage should be draped with the "stars and stripes." This will add effect to the whole exercise, especially the closing tableau.)

I. SOLO AND SEMI-CHORUS.—"LONG AGO."

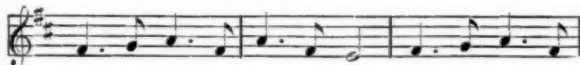
(The curtain is drawn, showing a large girl seated with six or eight small children grouped about her in various attitudes. She sings the solos, and the children sing the responses.)

"Long Ago."

A. A. L. L.

A. A. L. L.

SOLO.



FIRST RESPONSE.



SECOND RESPONSE.



SOLO.

Children, did you ever know
That a long, long time ago,
Where your pretty homes now stand,
All was once the Indians' land?

First response.

No, but we will listen well,
If the story you will tell;
For we all would like to know
Just what happened long ago.

SOLO.

Once upon this very ground
Indian children played around;
Overhead the sky was blue,
Under foot the green grass grew.

All around them, they could see

Flower or bush or tall green tree;
And, while playing, they could hear
Birdies in the tree-tops near.

Huts made out of wood or skin
Were the homes that they lived in;
And, for clothes, when they were dressed,
They wore blankets for their best.

All things were so different then;
They had never seen white men.
Houses, schools, and churches too
These poor children never knew.

Second response.

If those Indian children
Could be here to-day,
We'd show them our nice playthings
And teach them how we play.

2. "THE LANDING OF COLUMBUS."

(A small boy and two girls.)

(Scene. The boy is seated at a table. Before him is a book supposed to be a United States history. He is busily engaged looking at the pictures, while two little girls near him are playing with a doll. As he begins speaking, they leave their play and stand one on each side of him, looking eagerly at the picture supposed to be before them. If a history containing the pictures as described is obtainable, use it by all means; if not, let the children "make believe" that the pictures are there.)

BOY'S RECITATION.

Come here, girls, and see this picture,
One man kneels upon the ground;
In his hand he holds a banner,
And the Indians stand all round.

First girl, (eagerly, pointing to Columbus.)

That man kneeling is Columbus,
Mamma told it all to me;
How he thought he'd find land somewhere,
If he'd sail across the sea.

And, at first, no one believed him,
But he knew that he was right;
His own sailors didn't think so,
Till this country came in sight.

Second girl.

Yes, and don't you know she told us
That he never was afraid;
And she said that when he landed
He just kneeled right down and prayed?

3. "THE STORY OF OUR COUNTRY." (Eight girls.)

(The children come to the platform one at a time. After reciting, each one keeps her position until the close of the exercise.)

First girl.

Columbus, when he went back,
Told them what he'd seen;
All about the Indians
And the forests green.

Everybody thought then
What he said was true;
So some others came here
To see this country too.

Second girl.

After those first men went back,
'Twasn't very long
Till some other people came here,
Those that thought it wrong.

For them to leave their own
church
Just to please the king,
Who wanted them to "mind
him"
In every single thing.

Third girl.

The people who first lived here
Were colonists, you know;
If I could, I'd tell you
Of their joy and woe.

All about their houses;
How they looked and dressed,
I've not time to do it;
You can read the rest.

Fourth girl.

Just how it all happened,
I can't understand;
But the English people
Thought they owned the land.

Didn't let the men here
Have one word to say
When they fixed the taxes;
They had it all their way.

Fifth girl.

Even little children
Knew that wasn't right,
People wouldn't stand it,
So they had to fight.

Years and years it lasted,
Seven, so they say;
Then the war was over;
The soldiers marched away.

Sixth girl.

After that, the English
Thought they'd let us be;
So they signed a paper
Saying we were free.

All things went quite nicely,
Till once more they came;
But they found they'd have to
Soon go back again.

Seventh girl.

In the states there never
Was a quarrel, not one,
Till the story brings us
Down to "sixty-one."

My papa has told me
How they shot down men;
But he hopes he'll never
See such things again.

(The eight children keep their positions, and sing together the first stanza of "America.")

4. SALUTE TO AMERICAN FLAG, Described in THE JOURNAL of June 25, 1892.

5. RECITATION.—"DISCOVERY DAY."

(By one of the larger boys.)

Friends, both great and little,	I'll tell you why they do it,
I've something now to say.	If you do not know;
I should like to tell you	This land was discovered
Why we're here to-day.	Four hundred years ago.

But perhaps, you all know	In each town and city,
That way over there *	School children to-day
In Chicago city	Tell about Columbus,
They're opening the World's	How he sailed away.
Fair.	

How he found a nation
By no white man known,
And gave to us this country
That we call our own.

*Pointing in the direction of Chicago.

6. A LESSON ON THE EXPOSITION.

(By the Teacher.)

(AIM OF LESSON.—To teach what the Fair commemorates. To show the progress of the country.)

PLAN.—Refer to the discovery of America. Show that it happened exactly four hundred years ago. Give a short description of the Exposition. Question as to the relation between the two events, and bring out the idea that the Fair commemorates the discovery.

Ask the children what the country was like when Columbus came. Let them describe their own homes, the public buildings, and manufactures that they have seen. Lead them to tell what they know of steam cars, telegraphs, telephones, and other modern inventions. Ask them when they would rather have lived, then or now, and require reasons. This will bring out a comparison between the two periods. Ask them how most people feel because they have so many beautiful and useful things about them. The answer will probably be that "they feel glad." Tell them that because the people of the United States do feel glad and are proud of their country, they are having this great Exposition, where they can show everybody what has been done since Columbus came. Describe some of the wonderful things to be exhibited. If any manufactory in their own neighborhood is to send specimens of work, do not fail to have the fact mentioned.)

7. SONG.—"CHILDREN'S HYMN OF PRAISE." (School.)

Tune: America."

Father in Heaven above,
Smile on each child in love
Now while we sing;
For all Thy goodness sends,
For home and loving friends,
For all that gladness lends,
Our thanks we bring.

Father, now hear the praise
That we, the children, raise
For this great day.
For all Thy love has done
Since first our land was known,
For every blessing shown
Along the way.

Hear Thou the children's prayer
For this our land so fair;
Still may she be
Kept by Thy mighty hand.
Firm may she ever stand,
A grand and glorious land
Still true to Thee.

8. TABLEAU.—"THE HOPE OF AMERICA."

(The tableau is designed to illustrate the thought that the children are the hope of America for the future.)

The Goddess of Liberty, represented by a large girl, stands at the back of the stage in a slightly elevated position. In front of her are grouped a number of children, each kneeling on one knee. Every face is turned upward toward the goddess, who stands with outstretched hands in the act of blessing the little ones. The number of children who can take part in this tableau will, of course, depend on the space at the teacher's command. The grouping to be effective should be rather irregular, not in straight rows. The goddess should be costumed in the national colors.

Eighth girl.

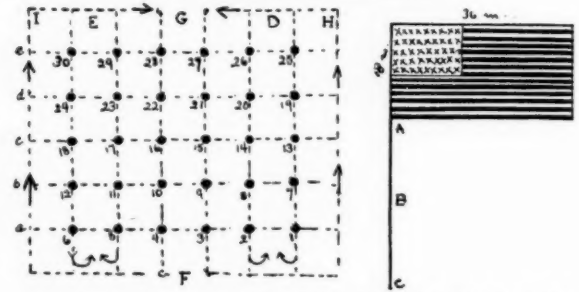
Now the war is over,
I am very glad;
For I think that shooting
Men is real, real bad.

And, if all the people
Just do what is right,
They'll be very happy
And not have to fight.

Flag-Drill.

By ELOISE HEMPHILL.

(A new and original arrangement, suitable for a Columbus celebration or patriotic performance in the school-room.)



Any number exactly divisible by six, may take part in this drill. Arrange according to size, the smallest in front; each child is to carry a flag 18 x 36 inches, the staff 18 inches longer than length of right arm measured from index finger to shoulder 1½ yds. average length. Position of flag in marching, staff at C held in right hand, resting on right hip, diagonally crossing the breast to left shoulder where it is held at A by left hand.

Enter class from right side at H, march across to I, down to a, first six turn to left, stop at respective places, 1, 2, 3, 4, 5, 6; next six turn at b, stopping at 7, 8, 9, 10, 11, 12, the remaining sixes turning to left at c, d, and e.

All mark time with left foot, until musician strikes a chord, then all must stand perfectly still, facing left. Chord 2, is for all to face the front, heels together, toes out. Chord 3, right arm straight down at side, left hand at right shoulder, still clasping staff at A. Chord 4, left arm down at side. Musician should at once begin with some good march, on first note of which the class should commence drilling.

1st. Position.—Extend right arm forward, (flag held vertically), grasp flag-staff at B, with left hand on first note; hold flag in the position through 4; on 5, 6, right hand at A, left slipping down to C, bring flag to left side, right hand at left shoulder, in this position on 6; on 7, 8, drop right hand at side.

2nd. Position.—Extend left arm forward, flag held vertically, right hand at B, etc., as in first movement; on 5, 6, flag in front of right shoulder, right hand at C, left at A; on 7, 8, left hand at side.

3rd. Position.—Staff held in right hand at C on left hip; left hand at B; staff slanting upward to left side; head drooping a little to the left; eyes down; remain in the position 8 counts.

4th. Position.—Right hand at C, staff perpendicular on right shoulder; left hand at B; arm curved gracefully over head, which is now erect, eyes forward; 8 counts.

5th. Position.—Right hand at C; left at B; staff on left shoulder slanting upward to the left; eyes looking up at flag; 8 counts.

6th. Position.—Same as third, except staff slants upward to the right from right hip; 8 counts.

7th. Position.—Kneel on right knee, left hand at A, right at C, both arms in a vertical position above head; flag hanging down; eyes down; 8 counts.

8th. Position.—Rise; hold flags in same position as when kneeling; eyes forward; 8 counts.

9th. Position.—Right foot diagonally forward with some emphasis; left hand on hip; right arm straight upward to the right, flag held vertically; body bent slightly forward; eyes looking up at flag; 8 counts.

10th. Position.—1 & 2, 3 & 4, 5 & 6 lines, with left hands still on hips, right arms holding flags aloft, face each other and cross flags at A; forming 3 arches; stand thus through 8 counts. Remember all positions must be taken on 1, and remain through 8 counts.

MARCH.

The center arch which is led by 3 & 4 stand still. 1 & 2, 5 & 6, lead their respective lines under their own arches to the rear of room, as indicated by arrows; 7 & 8 falling in behind 1 & 2; 11 & 12 behind 5 & 6, etc. Upon reaching D and E, 1 leads to the right followed by 2, 7, 8, etc.; 5 leads to the left followed by 6, 11, 12 etc. At F, 1 & 5 lead their respective lines under the center arch, separating at G, 1 & 2, now marching to the right, side by side; 5 & 6 to the left, side by side, cross flags and march down to their places forming again the 3 arches. As soon as 1 & 2, 5 & 6 lines have reached their places, 3 & 4 lead their lines under their own arch to the rear of the stage, separate at G; 3 leading her line down the right hand arch, 4 leading down the left hand arch; 3 & 4 meet at F, and stop at their respective places; as each couple reaches its place, they cross flags for their followers to pass under, forming again 3 arches.

At a given signal all lower their flags, carrying in front of right shoulder, and turn to left. 1 leads her line 2, 3, 4, 5, 6, round behind 7, 8, 9, 10, 11, 12, who fall in behind 1st. line, and march round behind 17, 16, 15, 14, 13, who join 1st. & 2nd., and march round behind the next line, etc., until the rear of stage is reached, then march off.

Glimpses of the Early Navigator.

From "How Columbus found America," by Palmer Cox.*

The wash-tub was his mimic sea,
By which for hours he'd lingering sail
Upon the suds his vessel frail,



And often like a sailor brave,
Withstood the terrors of the wave.



In Lisbon next the youth appears
Precocious far beyond his years,

And with a thirst naught could appease
To solve the problem of the seas.
With maps and charts around him strew'd
He passed his hours in solitude,
Still tracing out where ships might steer,
If souls were not possessed of fear.



For days his visage would he hide
In Aristotle's pages wide.



Nor less o'er Strabo bend and pore,
Until his taper was no more.

*These cuts used by permission of the Art Printing Establishment, Publishers, 28 Bond Street, New York.

Charade on the Word Columbus.

By R. L., New York City.

(The following charade may be lengthened or otherwise adapted, according to the judgment of the teacher. In part I, the abbreviation "Co." should be used instead of the word "company." In part II, a short pause should be made after the syllable *lum* in the words *lumber* and *lumbago*.)

PART I. CO.

Mary. (Girl seated at a table, writing.) Anna, do you know the address of Schwartz, Smith & Co.?

Anna. It isn't Schwartz, Smith & Co. any longer. It's Smith, Brown & Co.

Mary. I was there only last week, and the sign was as usual. I can go there with my eyes shut, but I forget the number.

Anna. It is 112 Greene street, I think; but why don't you try to remember things for yourself?

Mary. Because I never do anything that I can get another person to do for me. (Addresses an envelope.) There. I've addressed the envelope to Smith, Schwartz & Co. How stupid of me. I'll have to take another envelope, and it is the last one I have. (Tears paper into bits.) There it is ready. Don't you want to go with me to post the letter? (Both girls go out.)

PART II. LUM.

(*Mary and Anna sewing.*)

Anna. I wonder if that harum-scarum Tom has gone down town and forgotten my errand.

Mary. It would be a wonder if he remembered it. He has his head so full of base-ball that he can't think of anything else.

(Enter Tom, speaking as if out of breath.) Where's your bundle? I'm in a great hurry—I've got to go for the doctor.

Mary and Anna. Who is sick?

Tom. Aunt Mary. She has a terrible pain in her back, and

thinks she has rheumatism or lum-bago, or some other dreadful thing.

Anna. Poor thing! I suppose she has caught cold.

Mary. I know where she got it. She was poking around among the old furniture, and other lum-ber in the attic. So that accounts for her lum-bago.

PART III. BUS.

(Tom seated before a table studying. He has his elbows on the table, and his fingers in his ears.) "The first step of the British government was to enforce the Navigation Act, which had fallen into neglect. American vessels and goods—"

(Enter Mary and Anna dressed to go out.)

Mary. How does my hair look? I am afraid I cut it too short to look well.

Anna. It is nice, but we must hurry or we shall be late. Tom, which will take us nearer Warren street, the omnibus or the street car? He doesn't hear me with his fingers in his ears. Tom, Tom! (Pulls his fingers from his ears.) Will you answer a civil question or not?

Tom. What do you want?

Anna. I want to know whether the 'bus or the car will take us nearer Warren street.

Tom. The 'bus will take you nearer, but the car goes faster.

Mary. We'll take the 'bus then. It looks like rain, and I don't want to spoil my new gown. I wish you were going with us to carry an umbrella, Tommy.

Tom. Thank you. I've got my hands full with this history lesson. "The first step of the British government was to enforce the Nav—"

(Girls go out. Curtain falls.)

PART IV. COLUMBUS.

(Enter Tom throwing up his hat.) Hooray! Hooray! I've got it.

(Enter Anna and Mary speaking together.) Got what?
Tom. My promotion. I passed my examination. Great Cæsar! it was a close shave, though.
Mary. I am glad you have got through, but don't make such a time about it.
Tom. Christopher Columbus! Can't a fellow make a little fuss after working hard all year? When will dinner be ready?
Mary. In an hour, more or less.
Tom. Jupiter Ammon. I'll starve before then. I'm as hungry as a bear.
Anna. Tom, I wish you would stop using those expressions.
Tom. What expressions?
Anna. Jupiter Ammon, and Julius Cæsar, and—
Mary. Christopher Columbus.
Tom. Well, what is the harm? Cæsar don't care, Jupiter don't care, and Columbus don't care. Besides, I don't care if they do care.
Mary. Such things are not gentlemanly.
Anna. Neither are they—
(Bell rings outside.)
Tom. Great Scott! There is the dinner bell; I can't stay to hear the rest of the lecture. *(He rushes out; the girls follow more leisurely. Curtain falls.)*

Christopher C——.

In the City of Genoa, over the sea,
 In a beautiful land called Italy,
 There lived a sailor called Christopher C——;
 A very wise man for his time was he.

He studied the books, and maps, and charts,
 All that they knew about foreign parts;
 And he said to himself: "There certainly oughter
 Be some more land to balance the water.

As sure as a gun, the earth is round;
 Some day or other a way will be found
 To get to the east by sailing west;
 Why shouldn't I find it as well as the rest?"

The court philosopher shook his head,
 Laughing at all that Christopher said;
 But the Queen of Spain said, "Christopher C——,
 Here is some money; go and see."

That is just what he wanted to do,
 And in fourteen hundred and ninety-two
 From the port of Palos one August day
 This Christopher C—— went sailing away.

He sailed and sailed with wind and tide,
 But he never supposed that the sea was so wide,
 And the sailors grumbled, and growled, and cried,
 "We don't believe there's another side.

"O, take us back to our native shore,
 Or we never shall see our wives any more!
 Take us back, O Christopher C——!
 Or we'll tumble you overboard into the sea."

In spite of their threats he wouldn't do it;
 There was land ahead and Christopher knew it,
 They found San Salvador, green and low,
 And the Captain shouted, "I told you so!"

"This is the land King Solomon knew,
 Where myrrh, and loes, and spices grew.
 Where gold, and silver, and gems are found,
 Plenty as pebbles all over the ground."

They thought that they had sailed clear round the ball,
 But it wasn't the other side at all,
 But an island, lying just off a shore
 Nobody had ever seen before.

They planted their flag on a flowery plain,
 To show that the country belonged to Spain;
 But it never once entered Christopher's mind
 That North America lay behind.

Then Christopher C——, he sailed away,
 And said he would come another day;
 But, if he had stayed here long enough,
 We should talk Spanish or some such stuff.

—Young Idea.



Story of Columbus.

FOR INTERMEDIATE GRADES.

(For Fifteen Children.)

CHARACTERS: Faith, Science,
 Hope, Liberty,
 Navigation, Isabella,
 Astronomy, Children.

By LIZZIE M. HADLEY, Lowell, Mass.

All.—'Tis the story of Columbus,
 We would tell you here to-day.
 For this we'd have you follow us
 Down a long and weary way.

Back through the centuries crowding years,
 O, come with us again,
 And stand in fourteen-ninety-two
 Upon the soil of Spain!

Unfriended, humble, and alone,
 Behold Columbus then,
 To-day, a deathless name he bears,
 Among Earth's honored men.

Yet not alone in that sad hour.
 See, close behind him stand
 Sweet Faith and Hope, the sisters twain,
 One upon either hand.

How did he dare an unknown sea?
 How dare the trackless wave?

Faith.—"I stood beside the hero then,
 And faith to him I gave."

Hope. That he with dangers all unknown
 And perils well might cope,
 And spite of toil press bravely on,
 To faith, I added hope.

Navigation. Then to his side, I came, and said,
 While pointing o'er the sea,
 I'll lead you safe to unknown worlds,
 Only rely on me.

Astronomy. I brought to him the moon and stars
 Their secrets to unfold,
 And nightly, to his listening ears,
 Their wondrous tales were told.

Science. The garnered knowledge that long years
 Of study'd gained for me,
 I freely gave Columbus then
 To help discovery.

Liberty. From out the shrouding gloom, that hid
 The land of which he dreamed,
 A guiding star, my beacon light
 Through the thick darkness gleamed.

All.—He heeded well the words we spake
 And so, one August day
 From Palos on the coast of Spain
 His good ships sailed away.

Behind him, now the land he loved
 All green and smiling lay;
 Before, to unknown, awful worlds
 The blue sea stretched away.

Then wailing women wrung their hands
And called to him in vain.
"He'll ne'er again," the old men said,
"Behold the hills of Spain."

But one believed, on one alone
His genius cast its spell;
Her name with his is linked for aye,
Spain's queen, fair Isabel.

Isabella.

Yes, I believed his visions true,
And gladly helped him bear
The cross of Christ to unknown worlds
And helpless heathen there.

First Child.—But, O, that long and weary voyage,
How weeks went dragging on,
With only sea and sky in view
Till faith was almost gone!

Faint-hearted sailors vainly watched
For sight of waving trees,
And shuddered when upon their brows,
They felt the west-blown breeze.

What wonder that the promised gold,
No comfort could afford!
What wonder that they whispered low,
"Let's throw him overboard!"

Second Child.—But see! What wondrous sight is this,
That on their deck appears?
'Tis but a bird whose woodland song,
Still echoes down the years.

Third Child.—Then o'er the waters of the sea,
Like olive branch of peace,
Came fruited boughs and fair green leaves,
That meant to them release.

Fourth Child.—And lighter grew each sailor's heart,
Hope took the place of fear,
For to all the green leaves whispered
That the unknown land was near.

Fifth Child.—But soon the darkness fell o'er all,
Yet faintly from afar
They saw a dancing light that seemed
Brighter than Bethlehem's star.

Sixth Child.—No sleep for them; at last the light
Foretold the coming day,
And there before them, fair and green,
The long-sought country lay.

All.—O, loud the wild huzzas burst forth,
By every sailor given!
Then on their knees each voice rang out
"Glory to God in Heaven."

Seventh Child.—And then, all brave in gay attire,
With banners proud unfurled,
Columbus stepped upon the shore,
And claimed this western world.

Eighth Child.—To Spain he gave the world he found,
Yet even fame hath wings,
And ere he died, too well he learned
The ingratitude of kings.

All.—But, though his body felt their chains,
His spirit aye was free,
And feeble, old and poor, yet still
God's messenger was he.

The herald sent by him to show
The dawning of that day
When superstition's cob-webbed clouds,
Should all be swept away.

Old time, since then, with glass and sand,
Has slowly counted o'er
The years that slip from out his hand
Until they're hundreds four.

Yet still adown these weary years
Since this fair land had birth,
We hear Columbus call to us,
"Let Christ rejoice on earth!"*

And now while thronging millions stand
With banners gay unfurled,
To-day we gladly celebrate
The birthday of a world.

*From writings of Columbus.

A Personal Reminiscence of Columbus.

By RANDALL N. SAUNDERS, Claverack, N. Y.

(For a Boy's Declamation.)

It has always seemed that Columbus and I were boys together, for my earliest recollections of historic men begins with the life of the great discoverer, and we have continued hand in hand down to the present. He has always been my ideal—my only older brother—to be imitated in every example; and it was always a source of consolation to know that he had once been a boy, and had been treated as a boy and retained much of his boyishness long after he had reached manhood.

What boy has not felt a thrill of pride, for the sex, at the dogged persistence with which Columbus clung to his purpose and to Isabella after Ferdinand had flung to him but stony replies. Is it not a touching reminder of the persistent method employed by the boy pleading with father and mother for a forbidden sail on the mill pond; and what boy has not, with this illustrious example before him, succeeded finally in obtaining the long withheld permission, and, through the loan of a raft, set boldly forth on a voyage of discovery among the sedges and reeds of the far away opposite shore? Like Columbus I often returned with the trophies of my explorations. How often do I recall with what pride I would return from some great expedition and silently surprise and fill with wonderment the members of the family by letting them find the decomposing remains of some denizen of my newly acquired territory behind the sitting-room sofa, where I had stored it for safe keeping and for a future reference which, of course, I had forgotten to make. These successes of my undertakings usually resulted in my being closely confined in dark closets, while the gardener reaped—I should have said, planted,—the reward of my labor in the garden, and well do I remember consoling myself with the thought that it had been thus with my brother Columbus, and would doubtless be the reward of genius throughout all time. Others would reap where they had not sown; while the true genius would be confined and would die in dark closets, or be set at liberty to be covered with the contumely and disgrace of distrustful glances.

Methinks I am starting from Palos. I see the pale, earnest face set in its steadfast resolution from prophetic knowledge. I see the stern lines of care, deeper from the contrast of the hair, a silver mantle refined by the worry; the "midnight oil" that burned in the fiery furnace of his ambition. I see the flush of pleasure at setting out to battle with the perilous sea toward the consummation of life's grand desire. I feel the waverings between hope and despair as the journey lengthens with but faint promise of reward and with those around who would push us into the overwhelming waves of defeat and remorse, amid all discouragements. Amid the darkest gloom I am inspired by his words, "Sail on, Sail on," and sailing on with the grand old Genoese I yet hope to know and feel his glorious success and with him to return thanks on the golden strand of the San Salvador of life's success.

Flag of Our Nation Great.

Tune: "Italian Hymn."

Flag of our nation great,
Waving in every state,
We love, adore;
Emblem of purity,
Emblem of unity,
Emblem of liberty,
From shore to shore.

Stars, stripes, and colors three,
Blending in harmony,
For thee we stand;
No foe will ever rend
The flag which we defend
Unto the bitter end,
With heart and hand.

Our flag will never fail,
Freedom to those who hail,
From foreign shore;
In freedom's sacred voice,
Let every one rejoice,
Who make our flag their choice
For evermore.

Wave still in lofty air,
O wave thou everywhere,
On land and sea!
Aloft on pole and spire,
Pride of each son and sire,
Keep all our hearts on fire,
Flag of the free.

—Selected.

OUR FAIR LAND FOREVER.

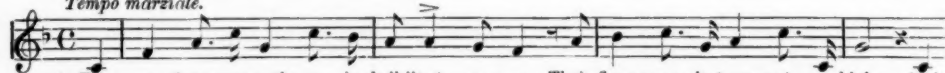
PATRIOTIC SONG AND CHORUS.

Commemorative of the 400th Anniversary of the Discovery of America.

WORDS AND MUSIC BY

HARRISON MILLARD,

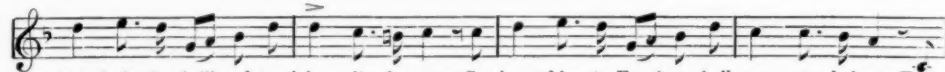
Tempo marziale.



1. The na-tions now gath-er in bril-liant ar-ray, Their flags wave in transport on high; And
2. A bea-con of light, time can nev-er de-destroy, A-mer-i-ca stands forth to-day; The
3. Each heart beats with pride, as the song-waves flow on, To know we are gath-ered to-day To



all in A-mer-i-ca's fair land to-day Shall ech-o great Free-dom's re-ply. Each
small light Co-lum-bus dis-covered with joy Was des-tined to live on for aye. Now
help swell the cho-rus of cheers and of song That floats on the air far a-way. The

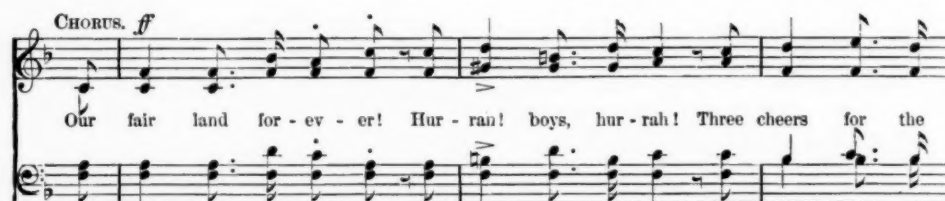


state feels the thrill and proclaims it in song, Co-lum-bia to Freedom shall ev-er belong; Each
mil-lions of free-men re-joice in the ray That shines ev-er bright-er as time wears a-way; An
Rock-ies shall an-swer New England's refrain, The North and the South, like twin brothers, a-gain, Shall

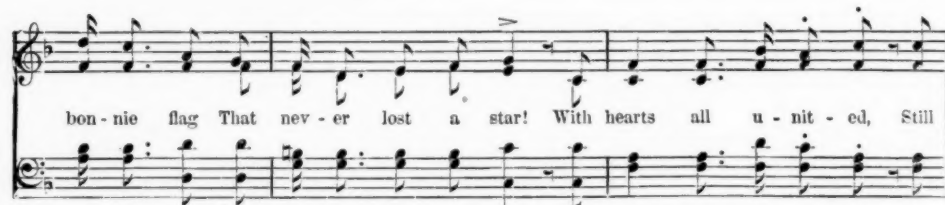


heart beats to heart, and with hand joined to hand We will march on to Vic-to-ry.
ar-my for Free-dom, our chil-dren shall be As they march on with Lib-er-ty.
join in the ranks and with each oth-er vie To per-fect Freedom's des-ti-ny.

CHORUS. *ff*



Our fair land for-ev-er! Hur-ran! boys, hur-rah! Three cheers for the



bon-nie flag That nev-er lost a star! With hearts all u-nit-ed, Still



loy-al and brave, We swear to de-fend our flag, And long may it wave!

[Singer's hand copy.]

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These hand-copies can be furnished for \$1.00 per hundred by application to the publishers of THE JOURNAL. Order early.

Columbian Exposition, Chicago, Ills.



Woman's Building.

Among a great number of sketches submitted in competition for this building by women from all over the land, that by Miss Sophia G. Hayden was selected for harmony of grouping and gracefulness of details which indicate the architectural scholar, and to her was awarded the first prize of a thousand dollars, and also the execution of the design.

Directly in front of the building the lagoon takes the form of a bay, about 400 feet in width. From the center of this bay a grand landing and staircase leads to a terrace six feet above the water. Crossing this terrace other staircases give access to the ground four feet above, on which, about 100 feet back, the building is situated. The first terrace is designed in artistic flower beds and low shrubs.

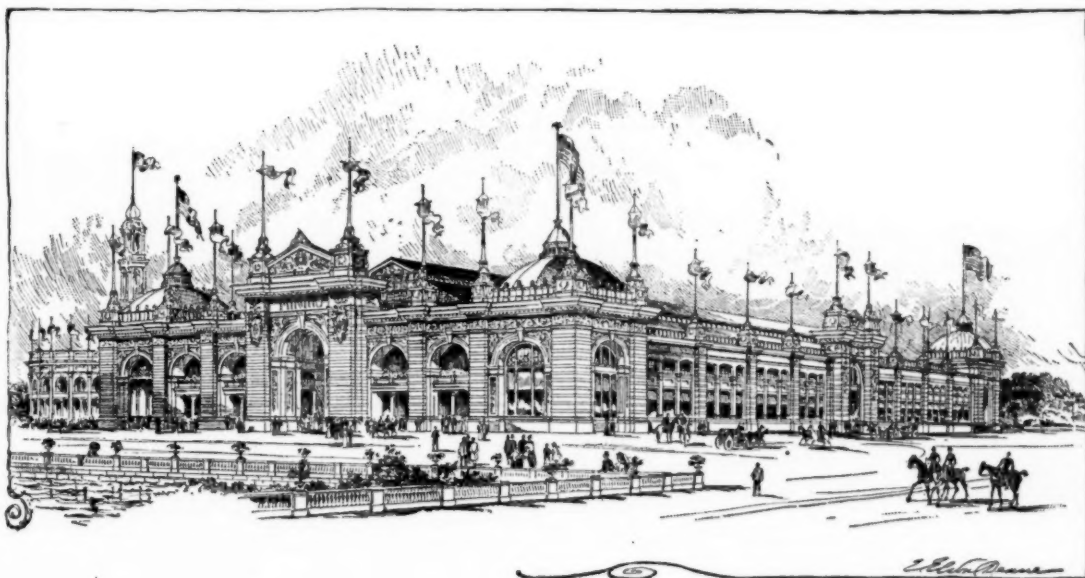
The first story is raised about ten feet from the ground line, and a wide staircase leads to the center pavilion. This pavilion, the main triple-arched entrance, with an open colonnade in the second story, is finished with a low pediment enriched with a highly elaborate bas-relief. The corner pavilions have each an

open colonnade added above the main cornice. Here are located the hanging gardens.

A lobby 40 feet wide leads into the open rotunda, 70x65 feet, reaching through the height of the building, and protected by a richly ornamented skylight. This rotunda is surrounded by a two-story open arcade, as delicate and chaste in design as the exterior, the whole having a thoroughly Italian courtyard effect, admitting abundance of light to all rooms facing this interior space. On the first floor are located, on the left hand, a model hospital; on the right, a model kindergarten; each occupying 80x60 feet.

The whole floor of the south pavilion is devoted to the retrospective exhibit; the one on the north to reform work and charity organization. The curtain opposite the main front contains the library, bureau of information, records, etc.

In the second story are located ladies' parlors, committee-rooms, and dressing-rooms, all leading to the open balcony in front. The whole second floor of the north pavilion incloses the great assembly-room and club-room. The first of these is provided with an elevated stage for the accommodation of speakers. The south pavilion contains the model kitchen, refreshment rooms, reception rooms, etc.



Mines and Mining Building.

Located at the southern extremity of the western lagoon or lake, is the mines and mining building. This building is 700 feet long by 350 feet wide, and the architect is S. S. Beman, of Chicago. Its architecture has its inspiration in early Italian renaissance, with which sufficient liberty is taken to invest the building with the animation that should characterize a great general exposition. In plan it is simple and straightforward, embracing on the ground floor spacious vestibules, restaurants, toilet-rooms, etc. On each of the four sides of the building are placed the entrances, those of the north and south fronts being the most spacious and prominent. To the right and left of each entrance, inside, start broad flights of easy stairs leading to the galleries.

The main fronts look southward on the great Central court,

and northward on the western and middle lakes and an island gorgeous with flowers. These principal fronts display enormous arched entrances, richly embellished with sculptural decorations emblematic of mining and its allied industries. Between the main entrance and the pavilions are richly decorated arcades, and a deeply recessed promenade on the gallery floor level, which commands a fine view of the lakes and islands to the northward and the great Central court on the south. These loggias on the first floor are faced with marbles of different kinds and hues, which will be considered part of the Mining exhibit, and so utilized as to have marketable value at the close of the Exposition. The loggia ceilings will be heavily coffered, and richly decorated in plaster and color. The ornamentation is massed at the prominent points of the facade. The exterior presents a massive, though graceful appearance.

Correspondence.

How can a teacher explain to children, the causes of the frequent rains in the torrid regions?
Ohio. TEACHER.

In the first place do not teach your pupils that rains within the tropics, as a whole, are as frequent as in more northern or more Southern latitudes. Rains are more violent and the total rainfall is greater within the tropics than in higher latitudes; but, taking the tropics altogether, they have many more bright, sunny days in the course of a year than we have in New York. Meteorologists have established the general law that "the number of rainy days and the general cloudiness increase with increase of latitude." Rainfall however, depends upon so many conditions, such as latitude, proximity to the sea, elevation of the region, topography of the country, exposure to the prevailing winds and so on, that no general laws can be stated that are not subject to many exceptions. Six hundred inches of rain are recorded in a year at the little town of Cherra Punji, about two hundred miles north of the Bay of Bengal. The town is 4,125 feet above the sea, and is walled in on the north by precipices 2,000 feet high. The warm and moist monsoon has to ascend about a mile before it can surmount that wall; and in the course of that climb its moisture is so far condensed by cooling that nearly all of it drops upon the town. More rain fell at the mouth of the Congo in forty-five minutes during the tornado of Dec. 9, 1889, than during the five months from September, 1890, to February, 1891, which included one of the two annual rainy seasons. It may be said, as a general statement of fact, that the rainy periods in the torrid zone occur about the time that the sun, on its journey between the tropics, passes across the zenith of each locality, at which period the average temperature is highest.

There is one region, however, stretching across South America from the equator to about 10° north and south of it where more or less rain falls nearly every day in the year. Use this Equatorial rain belt to illustrate some features of the phenomenon of rain. Tell your pupils that air takes up water in the form of vapor something as a sponge absorbs water. Tell them, that air, like a sponge, can absorb most water when it is dry, and that the hot, dry air from the Sahara and other regions, which, as the trade wind is constantly sweeping across the Atlantic, sucks up an enormous quantity of water, and carries it over the Amazon and Orinoco basin. Your pupils have all seen little raindrops on a window shutter running together until they form a drop so large and heavy that it can no longer hang suspended but falls. It is something like this that the tiny particles of water vapor, condensed by cooler temperature, run together till they fall in raindrops; and the reason why rains are so very frequent in this equatorial belt is because the ever constant trade winds bring to the land a never failing supply of moisture which pours down upon the land just as grain pours from the hopper of a thrashing machine, so long as it is fed into the cylinder.

C. C. A.

1. Do you think it best for teachers in the country schools to require excuses for being absent or tardy?
 2. If the excuse is furnished, should the pupil be marked absent or tardy?
 3. Is the letter *h* silent in *humble*?
- Oregon. COUNTRY TEACHER.
1. Yes, why not?
 2. Certainly, the facts are not changed.
 3. The letter *h* is not silent.

Permit me to express my appreciation of your annual summer number of THE SCHOOL JOURNAL. It does great credit to your enterprise, and must prove a very interesting number to your patrons. It was a matter of no small interest to me to see the portraits of various authors, whose works I have long been acquainted with. Wishing you much success, I remain very truly yours,

F. V. N. PAINTER.

Roanoke College, Salem, Va.

After reading THE JOURNAL for some time, I have become attached to it, and feel its loss during its August vacation. To its vigorous protests against technical grammar and systematic cramming, I respond a hearty amen.

Following the line of professional advancement and recognition, we've secured a state certificate good for five years and now aim for a life diploma, thanks to THE JOURNAL for its inspiration and encouragement.

Your later JOURNALS say, look for your new fields, don't wait for them to seek you. Acting upon this advice I have secured the principalship of the schools here, and the added responsibility brings a larger salary. Sac City is a beautiful town and the county seat of Sac Co. Success to THE JOURNAL and its management.

Sac City, Iowa.

PRIN. J. N. HAMILTON.

Take Hood's and only Hood's because Hood's Sarsaparilla CURES. It possesses peculiar merit.

Important Events, &c.

The "Current Events" given below have been especially written for use in the school room. They are selected from OUR TIMES, published by E. L. Kellogg & Co.; price 50c. a year.

George William Curtis.

The death of George William Curtis at his home on Staten Island called forth expressions of regret from every part of the country. Mr. Curtis during the sixty-eight years of his life, attained eminence as an author, a journalist, an orator, and a reformer. His life was so pure, and all his acts were done with such high motives, that his career will be a source of inspiration for American youth. He was of pure New England blood, though most of his active life was spent in New York. His native city was Providence, R. I.



At eighteen, he joined the celebrated Brook Farm community, where for two years he came in contact with such men as Emerson, Thoreau, and others. In 1846, he made a trip abroad traveling through Italy, Germany, England, France, Egypt, Arabia, Palestine, and other countries. Such sight-seeing, combined with reading and study, was of the highest benefit to him in his after career. While away he corresponded with newspapers. The account of his trip was afterwards comprised in two volumes of travels. After he returned he did a variety of work for the New York Tribune, which, though in a lighter vein, was marked by the peculiar delicacy and finish of his style. The spirit of these articles is expressed in his book entitled "Lotus-Eaters." In 1853, Mr. Curtis began in Putnam's Magazine the series of social satires, known as the "Potiphar Papers," and the charming social idyl "Prue and I." By the first he sought to rival the famous "Salmagundi" of Washington Irving.

Mr. Curtis had become one of the firm that published the magazine. By its failure he became involved in heavy debts, for which his sensitive and sturdy conscience caused him to assume a responsibility not to be enforced by law. That event turned him from literature to journalism. He took "The Easy Chair" in Harper's Magazine and the place of "The Lounger" in Harper's Weekly, which he occupied with ability for many years. By his work on these publications and by his lectures he slowly earned the money to pay his debts.

In 1856 he identified himself with the anti-slavery movement, advocating the election of Fremont. As an orator Mr. Curtis never appeared to better advantage than at the Chicago convention in 1860. The wise heads who planned the course of that body had decided there should be nothing "inflammatory" in its declarations. Mr. Giddings' motion that the immortal words of the Declaration of Independence be added was voted down. When Mr. Curtis renewed the motion there was such a tumult he could not be heard. He stood with folded arms until this subsided, and then poured forth such a flood of eloquence in behalf of the motion that it was passed with an applause more deafening than that with which it had before been rejected.

In recent years Mr. Curtis has given much of his time to the cause of civil service reform. He considered the rule of the office holders as arbitrary, unjust, often corrupt, and demoralizing to public life. Like all who attack giant abuses he roused violent opposition, but he did much good. The only public positions he

ever held were those of delegate to the state constitutional convention, regent of the university, and chancellor of the board of regents.

COLUMBUS DAY.

It is a historical fact that Columbus discovered this hemisphere on October 13, 1492. But it will be remembered that time was then calculated upon the Julian calendar, which was the accepted authority for all calculations then, although it was known not to be accurate. In 1582, the Gregorian calendar was introduced in Europe, and became the standard by all civilized nations, with the exception of Russia, which still adheres to the Julian method of computing time. To effect a reformation it was found necessary to drop ten days from the calendar; and October 4, 1582, became October 15, 1582; for all events previous to 1582, a less number of days was dropped; so that Oct. 12, 1492, would be Oct. 21, 1492.

The Gregorian calendar was not introduced into Great Britain until 1751, ignorance and prejudice defeating the change up to that time; so that it has been necessary to change the dates of our American anniversaries which commemorate events previous to 1751. Washington was born February 11, but by the "new style" his birthday falls on the 22nd, and that is the day we celebrate. The Act of Congress of April 25, 1890, naming October 12, 1892, as the date for the dedication of the World's fair grounds has not been amended by a change of date to October 21. We are now in the comical predicament of a two-headed celebration of Discovery Day.

Resume of Events, for Review.

JUNE, JULY, AND AUGUST.

During the past three months the presidential candidates have been nominated as follows: Republican, Benjamin Harrison and Whitelaw Reid; Democratic, Grover Cleveland and Adlai E. Stevenson; People's, James B. Weaver and James G. Field; Prohibition, John Bidwell and J. B. Cranfill. We have, therefore, four tickets in the field, and as the People's party and the Prohibitionists are likely to show more strength than ever before, several Western and Southern states are put on the doubtful list. A number of serious strikes and lockouts occurred, especially those of the iron-workers at Homestead, Pa., the switchmen's at Buffalo, and the miners' strikes in the South and West. At Homestead a pitched battle occurred between iron-workers and Pinkerton men and the militia of the state were quartered there for several weeks to maintain order. The New York militia were also on guard at Buffalo. The strike, as is so often the case, was a failure. These frequent strikes accompanied by riots and the destruction of property make law-abiding citizens feel somewhat uneasy. A great calamity overtook Oil City and other places in that vicinity. The hundredth anniversary of the admission of Kentucky to the Union was observed. The death of Cyrus W. Field who laid the Atlantic cable took place, and also that of ex-President Fonseca, of Brazil.

The election in Great Britain resulted in the restoration of Gladstone to power. There was great excitement over the spread of cholera that was introduced into Russia early in the summer. Antwerp and other cities of Western Europe are now suffering severely from it. Eruptions of Etna and Vesuvius took place. Spain made great preparations for the celebration of the Columbus anniversary.

QUESTIONS.

How many presidents have we had? To what political parties did they belong? How is the president elected? How many electoral votes will there be this time? Name some other republics besides the United States.

What is a "strike"? A "lockout"?

What states were admitted to the Union previous to 1890?

What were some of the difficulties Mr. Field had to encounter in laying the Atlantic cable?

For what is Gladstone noted?

How are changes in the cabinet made in England?

Can you recall any very noted eruption of Vesuvius?

Why is Spain especially interested in the Columbus anniversary?

PECULIARITIES OF LAKE SUPERIOR.—The navigation of Lake Superior is difficult and dangerous on account of the many storms that visit it. These storms develop very fast and are often furious. The water is always cold, and the atmosphere above and around it is cool all summer. The coldness of the water quickly numbs all who fall into it. A captain said that it was very difficult to swim in the lake. The only man he ever saw fall into the lake went down like a shot. It is supposed he took a cramp.

LAKE GENEVA'S HEAT.—M. Forel has calculated that the quantity of heat accumulated in the Lake of Geneva during the summer is equivalent to that which would be given out by the burning of 51,000,000 tons of coal.

New Books.

Austin C. Appgar, professor of botany in the New Jersey State normal school, has written a little book on *Trees of the Northern United States*. It covers the wild and cultivated trees found east of the Rocky mountains, and north of the southern boundary of Virginia and Missouri, including all the species of Ontario, Quebec, etc., on the north, and many species, both wild and cultivated, of the Southern States and the Pacific coast. There are chapters in which the terms used for the parts of roots, stems, and branches, leaves, and flowers and fruit are defined by the aid of diagrams. Next the winter study of trees is considered and a plan and model for tree description are given and a key to the genera of trees. Then follows a classification and description of the trees, which number several hundred species together with drawing of the leaves, cones, etc. Prof. Appgar has not tried to change the excellent wording of the descriptions of such authors as Gray, Loudon, etc.; but he has prepared most of his illustrations from nature. The merit of his work consists in the wise choice and good arrangement of material. The separation of matter relating to trees from that usually found in botanies is a good idea. Everybody is interested in trees. By the use of this book one, though unacquainted with the technicalities of the science, may carry on the study of trees about his home successfully. A great many besides teachers and pupils will want this little book. (American Book Co., New York, Cincinnati, and Chicago. \$1.00.)

The general theory of organic evolution as this was left by the labors of Darwin is the subject of the volume, by George John Romanes, LL. D., which bears the title of *Darwin, and After Darwin*. The treatise grew out of lectures delivered by the author before college students in Great Britain. It is intended for the general reader, and therefore he has been careful to avoid assuming even the most elementary knowledge of natural science on the part of those to whom the exposition is addressed. Darwin's ideas have thoroughly leavened the scientific thought of the day; consequently there is a widespread desire to understand them. He could scarcely have a better interpreter than the learned professor who prepared this volume. Under the heads of classification, morphology, embryology, paleontology, geographical distribution, the theory of natural selection, evidences of the theory of natural selection, etc., he takes up the points made by Darwin and shows thereby how enormous were the labors of that great naturalist, and how far beyond those who preceded him his method and its results advanced. In the appendix are given some of the objections to the theory of evolution. The book is beautifully and elaborately illustrated, and is printed in large, clear type on smooth paper. Professed scientists, as well as those scientifically inclined, will find a rare treat in these pages. The frontispiece is a portrait of Darwin. (The Open Court Publishing Co., Chicago. \$2.00.)

There is no more interesting or profitable studies in school when pursued in the right way, than physics and chemistry. The method of study by experiments is the one treated in *A Graded Course of Natural Science*, by Benjamin Loewy, F. R. A. S., examiner in experimental physics in the College of Preceptors, London. The work is chiefly directed to fundamental facts, and those principles of physics and chemistry that have found the widest practical applications. The apparatus that will be needed to perform the experiments is very simple and inexpensive. There are experiments to illustrate force, gravity, electricity, friction, the lever, the pulley, the inclined plane, momentum, energy, sound, reflection, chemical action, etc. The volume is furnished freely with diagrams, and there are questions on the different chapters that help to emphasize the important points. (Macmillan & Co., London and New York. 60 cents.)

One of the most troublesome subjects connected with the art printing is the compounding of words. The dictionaries and the proof-readers do not agree and so there is a sad lack of uniformity in practice. F. Horace Teall, the author of the little book entitled *The Compounding of English Words*, has endeavored to bring order out of this chaos. It is the result of a wide and thorough study of the subject, leading to the discovery of general principles by which one may be guided in practice. It is not a book for the printer alone, although one can see how valuable it would be to him as a hand book, but various questions of interest to any one studying the language are discussed. One is impressed on reading this volume that language is a growth, and one must understand its mode of development in order to know when and when not to compound. The author gives long lists of phrases and compound words that will be of value to those who practice the art of printing. In fact, teachers, authors, proof-readers, printers, and all who wish to be accurate in their use of words will find it of much assistance. (John Ireland, 1197 Broadway, New York, \$1.25.)

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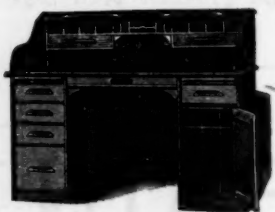
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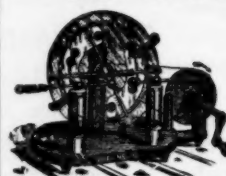
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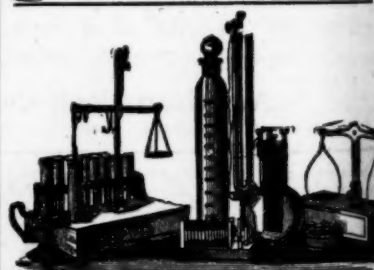
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